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The place of home economics in the curriculum for women of Houston college for Negroes ...

Cecelia Scott Lane
Iowa State College

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THE PLACE OF HOME ECONOMICS IN THE CURRICULUM
FOR WOMEN OF HOUSTON COLLEGE FOR NEGROES

by

Cecelia Scott Lane

A Thesis Submitted to the Graduate Faculty
for the Degree of

MASTER OF SCIENCE

Economics Education

Signatures have been redacted for privacy

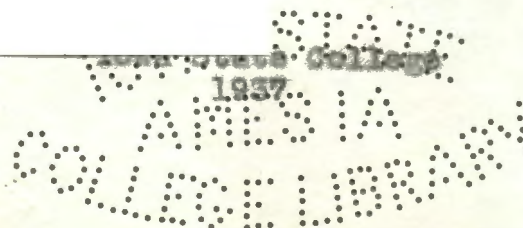


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INTRODUCTION

<The purpose of this study is to secure data which will aid in determining the contribution that the Department of Home Economics of Houston College for Negroes should make to the education of Negro women in Houston, Texas.> Although this study did not include men, it is believed that the department should make a contribution to their development also. Spafford¹ thinks that home economics, whatever its beginning, is not focusing attention on problems of concern alone to women and girls, but to all individuals; that home economics has a worth while contribution to make in providing education to meet the needs and desires of personal living for all boys and girls, men and women.

"Changes in the curriculum are always preceded by modifications in our concept of the aim of education", according to Charters.² There is need today as never before for the individual to be able to solve a variety of problems. If a college is to aid in equipping a young woman to live in the present as well as in the future, it must, among other things help her to develop an ability to recognize and a willingness

¹Spafford, Ivol. Fundamentals in Teaching Home Economics. p. 325. John Wiley and Sons, Inc. New York. 1935.

²Charters, W. W. Curriculum Construction. p. 5. Macmillan Co. New York. 1933.

to face personal and home problems. It must also provide the tools by which she will be able to attack these problems intelligently. A further responsibility of the college is to aid in developing a young woman capable, not only of finding a place for herself, but of helping to solve some of the problems of social groups.

Emphasis is given to this concept of education for a changing world by Spafford¹ who says:

Education, if it is to prepare the learner adequately to face life's problems, must be directed toward the orientation of the individual, the integration of conflicting beliefs and behavior, and the reconstruction of standards and values as changing conditions call for them in all areas of living, keeping in the foreground both the development of personality through individual interests and the understanding and sharing of common purposes of the groups of which he is a part to the end that individual and group living may be increasingly improved and enriched.

It is hoped that this study will contribute to the development of a curriculum which will aid in the development of such individuals. < Curriculum is here used to mean those experiences which the college provides as a means of attaining its educational goals. The attempt was made to analyze certain interest, experiences, and activities of groups of girls and women whom it is believed should be served by the educational program of Houston College for Negroes. >

< The Houston College for Negroes is an outgrowth of the Houston Colored Junior College which was established for the purpose of serving not only the Negroes of Houston, but also

¹Spafford, op. cit., p. 17.

Negroes of surrounding communities. This college is a tui-
tional, municipal institution under the control of the Houston
Independent School District.)

The Houston Colored Junior College had its beginning
in 1927 as a result of extension courses conducted first in
1925-26 by Wiley College and by Prairie View State College.
The purpose of the Houston Colored Junior College was to:

Give to Houston and vicinity a standard junior col-
lege which will serve to the best advantage the needs of the
citizens of Texas under conditions which will make its bene-
fits available to all.¹

Of the 19 Negro junior colleges listed in 1933 in the
Journal of Negro Education², the Houston Colored Junior Col-
lege was the only municipal Negro junior college, and its en-
rollment of 336 students for 1931-32 made it the largest of
the 19 colleges. During 1934-35 the enrollment reached a
total of 732. (In the summer of 1934 the Houston Colored
Junior College was expanded to a four year senior college and
the name was changed to Houston College for Negroes.)

The two divisions for the four year college are
General College, leading to the baccalaureate degree and
including the Home Economics Department, and Service College.
The Service College is attempting to contribute to the re-
sources of the student and community through promotion of

¹Bryant, I. B. The Development of the Houston Negro
Schools. p. 198-199. Informer Publishing Co. Houston, Texas.
1935.

²Lane, David A. Jr. The Junior College Movement Among
Negroes. Journal of Negro Education. 8: 273. 1933.

socially useful work. Community situations are being used as a basis for certain courses. The goals of the Service College are indicated by these phrases: "Learning to do by doing; Applied Knowledge; Teaching people to better the things they are now doing poorly; Teaching the dignity of honest work; To develop hobbies, wise use of leisure, citizenship and health."¹

In order that the Home Economics Department may make the greatest possible contribution to the program of the General College and the Service College of Houston College for Negroes, the writer believes that a study of some of the persons whom the department might serve would be helpful in making decisions regarding the place of home economics in the program of the College. It was assumed that a study of a group of the high school senior girls who were graduated in June, 1936 by the three Negro high schools of the city, of a group of non-college homemakers in Houston, of the women students of the Houston College for Negroes, and of a group of local home economics alumni of the college would aid in determining the contribution that the curriculum should make to the education of women at Houston College for Negroes.

¹Bryant, op. cit., p. 211-212.

REVIEW OF LITERATURE

In reviewing literature relating to home economics in the curriculum of college women, it was found that some investigations had been made but few related to Negro women.

Charters¹ made a comprehensive analysis of the activities of a group of college trained women in 1921. The purpose of this investigation was to determine what should be taught the young women of Stephens College. The investigation was conducted in thirty-seven states, and included three hundred women, half of whom were married and half unmarried. Of the 300 women used, 50 were graduates of women's colleges and 250 were graduates of co-educational colleges.

Following specific directions for a period of time "diaries" were kept including all activities of homemakers and those activities of professional women carried on outside of their regular vocations. These 7500 activities were classified into twenty-four classes which "constituted the major headings under which all of the other classes of activities of women could be subsumed."

The twenty-four classes of activities of women were the following: activities connected with food, clothing, physical health, mental health, communication, reading, recreation and play, study, schooling, reproduction, religion, civic relations, social relations, music, art, literature,

¹Charters, W. W. Curriculum. The Stephens College Program for the Education of Women. Office of Publication, Stephens College. 1935.

nature, random interests, increasing the circle of interests, associative thinking (day dreaming, random thinking, and reminiscing), introspection, transportation increasing the income, and participating in vocations.

After such classification, it was necessary to determine appropriate subject matter which should be taught to prepare the women of the college to carry on these activities effectively.

In making the selection, a distinction was drawn between required subject matter and elective subject matter. This distinction was based squarely upon the following principles: the required core of a course of study should consist of subject matter contributory to those activities which are common to all women irrespective of vocation.

The application of this principle resulted in the selection by the faculty of seven areas as follows. (1) Communication the most frequent activity of women (as of men), should be required of all students in the form of English composition, both oral and written, with more attention paid to oral proficiency than is ordinarily done in college course. (2) Physical health is obviously an interest common to all women. (3) Mental health is of equal value. (4) Civic relations-social, economic, and political problems and activities-lie clearly within the range of responsibilities, opportunities, and interests of all women as citizens. (5) Aesthetic appreciation-art, literature, and music-was clearly indicated. (6) Running like a thread through all activities of the diarists, consumption (purchasing, getting the best for one's efforts) was clearly defined as a major activity. And (7) need was apparent for developing an integrated philosophy of living as an orderly and substantial guide to mental health and effectiveness.

The activities of homemakers were not all included in the seven areas mentioned. Nor were vocational courses included in the¹ required core; they were assigned to the elective courses.

A study of the "Higher Education of Negro Women" was

¹ Charters, op. cit., p. 15-16.

made by Slowe¹, dean of women of Howard University, for the purpose of determining whether the curricula of higher institutions were organized to meet the needs of women in view of the fact that women must make their contribution to the changed economic, industrial, and political order.

Questionnaires were sent to 76 Negro colleges where women were enrolled to determine (1) how many students were enrolled in certain courses selected by the investigator as bearing directly upon the preparation for living; (2) the extent to which women were in full charge of or assisted in the instruction, care of health, and the self government of women students; and (3) the campus organizations which gave women opportunity for self development. Also, a list of rules and regulations governing women in the college was requested.

The findings revealed that of the 1300 women registered for college courses in the 44 colleges which co-operated in the study only four per cent were enrolled in political science, four per cent in economics, eight per cent in psychology, and seven per cent in sociology.

The questionnaires further indicated that less than 50 per cent of the colleges answering gave students any part in self government; 27 per cent had student councils; six per cent had dormitory self government; and six per cent had women leagues.

¹Slowe, Lucy D. Higher Education of Negro Women. Journal of Negro Education. 2:352-358. 1933.

The investigator concluded that:

If college women are to be heads of homes and intelligent members of the community, more of them must pursue those subjects which have to do with community life in every fundamental way.

An investigation was made by Griggs¹ for the purpose of planning a home economics curriculum for the Florida Agriculture and Mechanical College, a college for Negroes. The curriculum was to be "based on the status of the work in Florida and to meet the needs of the following groups attending this institution."

- a. Students taking the four year college curriculum.
- b. Students taking the two year home economics curriculum.
- c. Students in the junior and senior high school.

Information was secured through personal visits; from records in the Office of Education, United States Department of Interior; from the State Superintendent of Public Instruction; from State Supervisor of Home Economics Education; from the State and local District Home Demonstration Agents in the State of Florida; from questionnaires sent to the heads of the five private colleges in Florida and of the Land Grant Colleges.

A suggested curriculum for home economics in the Land Grant College was planned. The conclusions of interest here were these two:

¹Griggs, Ethel Mae. A Curriculum in Home Economics Planned for the Negro Land Grant College, Based on a Study of the Situation in Florida. Unpublished Thesis, Library, Kansas State Agriculture College, Manhattan, Kansas. 1930.

1. The possibilities for home economics education in the state of Florida are almost unlimited and the State College had a great opportunity to develop into a service center for training women and for the distribution of information, materials and services that will be of value to the state.

2. The social and economic conditions which deal with present conditions affecting the development of the Negro family in America should be given more emphasis in the home economics curriculum of the Negro Land Grant College.

Williams¹ made a study of the needs, interests, and attitudes of twelfth grade high school pupils and the freshman students of the Dunbar Junior College at Little Rock, Arkansas for the purpose of securing data which would indicate needs to which the Home Economics Department should give consideration in developing its program.

The data were secured through questionnaires, interviews, and observations. Questionnaires were filled out by the twelfth grade pupils and the freshman students of Dunbar Junior College; the parents and certain personnel officers were interviewed, and observations were made of certain school and home conditions. As a result of this investigation it was concluded that the junior college curriculum should among other things serve all of the students by helping them to solve problems concerning:

1. Family income so that money which is available will be used to best advantage and so that where desirable, home production will improve living conditions of the family.

¹Williams, L. P. The Possible Contribution of Home Economics to the Development of the Men and Women Students in The Negro Junior College of Little Rock, Arkansas. Unpublished Thesis, Library, Iowa State College, Ames, Iowa. 1937.

2. Personal and home hygiene, which arise as a result of inadequate water facilities.

3. Clothing including selection, care and construction.

4. Food including buying, planning, and preparing food for the family.

5. Laundering and cleaning.

6. Family relationships including older brother and sisters, younger children and parents.

7. Social etiquette.

8. Sex education.

METHOD OF PROCEDURE

This investigation was made for the purpose of aiding in the determination of the contribution which the Department of Home Economics at Houston College for Negroes could make to the women in the community of Houston, Texas. Since the aim of the college is to aid in developing certain functional abilities which will enable its students to live better in the present as well as in the future, the members of the staff of the Home Economics Department recognized a need for studying its curriculum in relation to the persons whom it might serve.

The plan for the investigation was to secure data from a group of the girls in the senior class who expected to be graduated June, 1936, from one of the three Negro high schools of the city, all women students of the college, all of the local home economics alumni of the college, and a group of non-college homemakers. (Questionnaires used to secure information from each of these groups are in the appendix.)

High School Pupils

The high school seniors were studied because it was known that many of these pupils upon graduation, would attend Houston College for Negroes. Many local girls attend this college because they can remain at home, thus decreasing the expense of their going to college. Also parents who wish to do so can supervise their daughters' activities more closely

than would otherwise be possible.

Pupils were selected from each of the three Negro high schools with the hope of contacting pupils from a variety of social and economic levels and thereby getting more varied and comprehensive data. In each of the three high schools there are both junior and senior divisions with the following total enrollments in 1935: Booker T. Washington High School, 1258 pupils; Jack Yates High School, 2063 pupils; Phillis Wheatly High School, 2567 pupils.¹

The questionnaire was planned by the investigator with the view of determining:

1. Home conditions
 - a. Residence
 - b. Home ownership
 - c. Individual room
 - d. Number sharing bedroom
 - e. Number in family
 - f. Home conveniences
 - h. Occupations
 - (1) Father
 - (2) Mother if gainfully employed
2. Activities
 - a. Home
 - b. Leisure
3. Vocational experience and interest
4. Educational interest

The data were secured at each of the three high schools after a letter of approval from the home economics supervisor of the city schools was presented to the principal of each high school, and permission was granted to make the interviews at a time specified by the principal. With the

¹Bryant, op. cit., p. 124-137.

co-operation of certain room teachers groups of senior girls were assembled and the purpose for which they were assembled made clear. In a simple and brief manner the investigator attempted to explain why such information was desired. The questionnaires were interpreted for the group and a short time was allowed for any general question pertaining to the questionnaires. Any assistance needed was given students while filling in the questionnaires. There were 63 questionnaires secured at Phillis Wheatly High School, 39 at Booker T. Washington High School, and 55 at Jack Yates High School.

Of the 157 questionnaires collected at the three high schools, 100 were selected at random for study. These were classified into three groups before tabulating. One group included those questionnaires on which the students indicated that they planned to attend Houston College for Negroes, a second group included those who indicated that they planned to attend some other college, and a third group included those who did not indicate that they planned to attend any college. Questionnaires from the third group were not used in the study. There were 31 in the first group, 64 in the second group, and five in the third group. The two groups who indicated they would attend college were compared in order to ascertain differences.

Women Students of Houston College for Negroes

The present women students of the college were selected for study because it seemed desirable to secure information which would help to determine whether or not the home economics curriculum, as now planned, was making any contribution to this group. The assumption was made that many of these students would continue their education in this school and that the needs of this group should be considered. It was also assumed that the needs of such a group would be indicative of the needs of other groups to be educated under similar circumstances.

A questionnaire was planned with the view of determining:

1. Home conditions
 - a. Residence of students
 - b. Size of family
 - c. Home ownership
 - d. Business ownership
 - e. Occupations
 - (1) Father
 - (2) Mother if gainfully employed
2. Activities
 - a. Home
 - b. Leisure
3. Vocation, if employed
 - a. Experience
 - b. Interests
4. Educational interests

Members of the college faculty obtained data from the women students at the college. Special periods of the day were set aside, at which time a faculty member met groups for this purpose. A letter from the investigator, explaining

the reason for the study, was read to each group of students and after the questionnaires were filled in they were collected by the faculty member.

Although there were 224 women students enrolled in the college, only the 136 women carrying three or more subjects were included in this study. The questionnaires were classified into two groups; those from 63 students who were employed, and those from 73 students who were not employed. A comparison of these groups was made because it seemed desirable to know the relation of experience to present training and future needs.

Home Economics Alumni of the College

At the time the data were collected 80 home economics majors had been graduated by the college since the organization of the Houston Colored Junior College. It was possible to include only 40 alumni who still lived in the community. Through the Dean of the College co-operation was secured from the alumni group. The alumni were interviewed at alumni meetings and also at their respective homes by certain home economics senior college students selected by the investigator. These students had had previous instruction in methods of interviewing. An explanation of the problem for study was made by the interviewer at group meetings and the questionnaires were filled in by those who were attending the meetings. There were a few instances in which questionnaires were mailed

to the homes of the alumni who happened not to attend any of the group meetings. When these were not returned to the college, as requested, calls were made to the homes until questionnaires were properly filled out.

The alumni were included in the study because it was believed that they could furnish certain data which would aid in determining what aspects of the college curriculum had functioned in their living. It was also believed that further educational needs of this group might be met through an improved college curriculum.

After consideration of these factors a questionnaire was prepared for the purpose of determining:

1. Home conditions
 - a. Marital status
 - b. Number of children
2. Vocations
 - a. Position held since graduation
 - b. Nature of work
 - c. Length of employment
 - d. Salary
 - e. Increased responsibility on job
 - f. Preference for jobs held
 - g. Reason for preference
 - h. Choice of homemaking vocations
3. Value of Junior College training
 - a. Subjects studied
 - (1) Value to job
 - (2) Value in general
 - b. Extra-curricular activities
4. Educational interest

These data will be used to aid in determining what aspects of the college curriculum have functioned in the lives of this group and whether further educational needs can be met through the homemaking curriculum.

Non-college Homemakers

The group of homemakers was comprised of women with home responsibilities who were high school graduates but who had not attended college. This group was selected because it was believed that certain homemaking practices of this community should be known, and that a group of homemakers could best furnish the information regarding such practices. It was also believed that some of the educational needs of such a group might be cared for through a homemaking program.

A questionnaire was planned to determine:

1. Family status
 - a. Marital status
 - b. Home owned or rented
 - c. Additional property owned
 - d. Business owned
 - e. Length of residence
 - f. Number of rooms
 - g. Certain home conveniences
 - h. Number of children
 - i. Other persons in family
 - j. Occupations
 - (1) Husband
 - (2) Homemaker, if gainfully employed
 - (3) Other family members
2. Leisure activities
3. Buying practices
4. Educational extension

The data from 100 homemakers were secured by a selected group of home economics senior students of the college under the direction of a faculty member. Some of the homemakers were contacted through civic, social, and religious organizations; others were interviewed in their homes. After

securing the co-operation of the president of these clubs, the faculty member and students met with the clubs. A brief introduction to the problem of study was made by the faculty member, and a personal letter from the investigator was read to the group (a copy is in the appendix). The homemakers were given copies of the questionnaire and the questions were interpreted. Most of the questionnaires were filled in immediately and were collected during the club meeting. In a few instances the questionnaires were carried home to be filled out and were either returned later through the president of the club or were called for at the individual's home. Certain club members suggested other persons whom they thought were eligible for the study. Calls were made to their homes for interviews and also to other homes where the interviewer knew that the homemaker was eligible.

The questionnaires were classified into two groups: those from 40 homemakers who were single and those from 60 homemakers who were either married or had been married. Homemaker is here defined as "that woman member of the family who is responsible for the care of the home and family."¹ The single homemaker referred to in this study includes the unmarried women upon whom rested the responsibility for the care of the home and those persons in the home who might be de-

¹U. S. Bureau of Census. Negroes in the United States. 1920-1932. U. S. Printing Office, Washington, D. C. p. 254.

pendents. A comparison of the married and single homemaker groups was made because the writer wished to know to what extent the home practices of these two groups varied and also what needs of these groups could be cared for through the homemaking program which might be offered by the College.

FINDINGS

The findings for the four groups used in this study will be discussed under four headings; high school pupils, non-college homemakers, home economics alumni of Houston College for Negroes, and women students of Houston College for Negroes.

High School Pupils

The data relating to senior high school pupils includes certain home conditions, home activities, vocational experiences and interests, leisure activities, and interest in college courses. The 95 questionnaires were divided into two groups. Group A includes those 31 pupils who said they planned to attend Houston College for Negroes, Group B includes those 64 pupils who said they planned to attend some other college.

Home Conditions

Andrews says

"The family is conduct", a way of living marked by intimacy, privacy, and affection. It is also affected by outside social conditions and is itself changing as those conditions change, and the present changing character of the social medium brings special stress upon the family.¹

In an effort to determine what contribution might be made to the improvement of home and family living through an educational program, eight questions were asked concerning

¹Andrews, Benjamin R. Economics of the Household. p. 27. Macmillian Co., New York. 1935.

home conditions. On the questionnaire the girls were asked to state whether they lived with their parents, if their parents owned their home, and whether they had a room alone or shared it. Further inquiry was made as to the number of persons in family. It also seemed desirable to know something of home conveniences and of the type of occupations engaged in by the mothers and fathers.

The research committee appointed by the American Vocational Association made this report with reference to the importance of desirable home surroundings:

Modern thought tends to emphasize the influence of environment on human lives. Society is stressing as never before the need of desirable home surroundings. Along with public opinion regarding a proper minimum standard of living for typical families of varying size and income, American ideas as to what constitutes a suitable environment are steadily rising. At the same time many phases of external environment of the American home, particularly the urban home are in a continual state of change.

Beyond the front gate of the home or front steps of the apartment, the conditions of living are almost entirely out of control by the family. Community amusements, public institutions and community psychology, if you will, impinge on the home as never before. Since she can not change them as an individual the homemaker must adapt her home policies and plans to meet the existing situation.¹

It was believed that families would be more stable if there were certain permanent interests in home surroundings, such as the opportunity for education of children, atmosphere of the community, opportunity afforded homemakers in planning and arranging of interior and exterior of home, and interest

¹Prosser, C. A. and others. Changing Economics and Social Conditions and Their Affect upon Vocational Education. U. S. Office of Education. Vocational Education Bul. 174. 1934. No. 5: 65-66. 1934.

of neighbors in the welfare of family; thus the inquiry as to homes owned or rented. The answers revealed that 51.2 per cent of the families in Group A and 46.9 per cent in Group B owned their homes.

Williams¹ made a study of Negroes in Little Rock, Arkansas and found that 56.1 per cent of the high school group and 62.1 per cent of the junior college group owned their homes or farms. A study of rural families in Virginia made by Owens² revealed that 79 per cent owned their homes. At Belton, Texas, homes were owned by 44 per cent of the Negro families in the study made by Yerwood.³ The report of the United States census⁴ in 1930 showed that 669,665 or 23.9 per cent of the Negroes owned their homes.

It was found that the average number of family members in Group A was 5.5 persons and in Group B, 4.6 persons.

¹Williams, L. P. The Possible Contribution to the Development of the Men and Women Students in the Negro Junior College of Little Rock, Arkansas. p. 34. Unpublished Thesis, Library, Iowa State College, Ames, Iowa. 1937.

²Owens, E. A. Activities and Housing Conditions of Negro Girls in Rural Secondary School of Virginia as an Index to Their Curriculum Needs. p. 25. Unpublished Thesis, Library, Iowa State College, Ames, Iowa. 1932.

³Yerwood, A. M. Housing Conditions and Activities of Negro Girls in Federally Aided Schools in Texas. p. 32. Unpublished Thesis, Library, Iowa State College, Ames, Iowa. 1936.

⁴U. S. Bureau of Census. Negroes in the United States. 1920-1932. U. S. Printing Office, Washington, D. C. p. 253. 1935.

Similar studies made by Yerwood¹ and Owens² revealed that the average number of family members living in the home was 5.8 persons and 6.7 persons respectively. The United States census³ for 1930 reports that the median size of Negro families was 3.15 persons as compared with 3.35 for native white families. The report further revealed that the median size of the Negro families in the south exceeded those of the north and west.

Friction in the family is sometimes the result of overcrowded living conditions in the home. To secure some evidence relating to conditions, the girls were asked whether they shared a bedroom and the number with whom the room was shared. Data revealed that 51.2 per cent in Group A and 43.8 per cent of the girls in Group B had rooms alone. In Group A, 44.4 per cent shared their rooms with one or more persons, whereas in Group B, 43.8 per cent shared their room with one or more persons. A few girls did not reply. The average number with whom the rooms was shared was 1.5 persons in Group A and 1.1 persons in Group B. These figures do not indicate overcrowded conditions in homes.

The study made by Williams⁴ pertaining to the number of rooms shared by high school and junior college students

¹Yerwood, op. cit., p. 23.

²Owens, op. cit., p. 29.

³U. S. Bureau of Census, op. cit., p. 253.

⁴Williams, op. cit., p. 31.

revealed that 53.1 per cent shared bedrooms with one person, 18.4 per cent with two persons, and 5.2 per cent with three or more persons.

In an effort to find whether standards in the Home Economics Department of the college were comparable to home standards as to equipment, a check list was presented in the questionnaire and the girls were asked to indicate those conveniences which were available in their homes.

TABLE I
PERCENTAGE OF HIGH SCHOOL SENIORS HAVING CERTAIN
MODERN CONVENIENCES IN THE HOME

Conveniences	Group A	Group B
Bathroom	80.7	71.9
Electric sweeper	12.8	6.2
Electric washing machine	9.7	7.8
Mechanical refrigerator	3.2	12.5
Radio	51.6	70.4
Running water	87.1	82.9
Stoves		
Coal	6.5	0.0
Electric	0.0	3.1
Gas	54.9	59.4
Kerosene	9.3	9.7
Wood	41.9	36.0
Sewing machines		
Electric	12.8	7.8
Foot-power	54.9	70.4
Sinks in kitchen	77.5	62.5
Telephone	29.1	32.8

Table I reveals that the equipment in the homes of

both groups is similar, except that the number having radios and foot-power machines are approximately 20 per cent higher in Group B than in Group A.

Comparable equipment used in the school consists of gas stoves, sinks, ice refrigerator, mechanical refrigerator, electric sewing machines, and foot-power sewing machines.

It may be noted that the modern conveniences in these homes compare favorably with the present school equipment as to gas stoves, sinks in the kitchen, electric sewing machines, foot-power sewing machines, and mechanical refrigerators. However, the following recommendations are made for the College laboratories: installation of unit kitchens which would include in each unit either gas, wood, or electric stoves; and of washing machines which might be borrowed through local merchants for short lengths of time.

In Table II may be seen the percentages of high school seniors living with parents, other relatives, or friends.

TABLE II
PERCENTAGE OF HIGH SCHOOL SENIORS LIVING WITH
PARENTS, FRIENDS, OR OTHER RELATIVES

Residence	Group A	Group B
With mother and father	51.2	48.4
With mother	9.6	6.3
With father	0.0	0.0
With other relatives or friends	39.2	43.2

The residence of these two groups is similar. Approximately 50 per cent of the girls of both groups were living with their mothers and fathers. This low percentage may be explained by the fact that many of these girls were from communities outside of Houston where they did not have the advantages afforded by a class "A" high school and, hence, were living with other relatives or friends while attending a high school in Houston.

The occupation engaged in by the fathers and mothers was thought to be useful in helping to understand the girl and her home. The gainful employment of the mother is especially significant since it usually places more responsibility on the girl for the planning, buying, and preparing of food, caring for smaller brothers and sisters, and also the cleaning and caring for the home.

The fathers' occupations were classified into agriculture, mechanical and manufacturing, professional, domestic and personal, clerical, and transportation and communication, the classification used in the United States census.¹

The occupations of the fathers stated on the questionnaire included farming (agriculture); carpenters, cement contractors, molder, mechanics, meat packers, and electrical engineers (mechanical and manufacturing); teachers and ministers

¹U. S. Bureau of Census, op. cit., p. 253.

(professional); barbers, laundry workers, domestic workers, pressers, cleaners, and janitors (domestic and personal); letter carriers, railway postal clerks, foreman at dock, chauffeurs, engine oilers, and shop workers (transportation and communication); and common labor.

Table III shows the percentage of fathers engaged in various classes of occupations.

TABLE III
CLASSES OF OCCUPATIONS ENGAGED IN BY FATHERS

Occupations	Group A		Group B	
	No.	Per cent	No.	Per cent
Agriculture	4	12.8	9	14.1
Mechanical and manufacturing	6	19.4	10	15.6
Professional	3	9.7	3	4.7
Domestic and personal	4	12.8	5	7.5
Transportation and communication	2	6.5	4	6.3
Common labor	4	12.8	16	24.5
Clerical	0	0.0	0	0.0
Deceased	1	3.2	2	3.1
Not stated	7	22.8	15	23.9
Total	31	100.0	64	100.0

A variety of occupations was engaged in by the fathers of both groups. The largest number of Group B fathers were common laborers and the largest number of Group A fathers were engaged in mechanical and manufacturing occupations. Few fathers were in professional occupations. The fact that rather large percentages of pupils of both groups did not state their father's occupations may mean that the fathers of these girls were unemployed or not regularly employed.

The questionnaire further revealed that 68.2 per cent of the mothers of Group B and 53.6 per cent in Group A were gainfully employed. It was found that a larger percentage of mothers worked for pay outside of the home than at home. Of Group A, 19.4 per cent were engaged at home and 34.2 per cent away from home. In Group B, 24.9 per cent were gainfully employed at home and 43.3 per cent away from home.

The data showed that these mothers were engaged as poultry raisers, seamstresses, beauty culturists, maids in hotels and homes, and teachers. There were more mothers engaged as maids in homes and hotels and as beauty culturists than in any other occupations. More in Group A were engaged as seamstresses than in the other occupations.

A report made by Yerwood¹ showed that 38 per cent of the mothers of the girls she studied engaged in domestic work at home; 50 per cent in domestic work out of the home; and six per cent in non-domestic work.

It was found in a study made by Owens² that more mothers were gainfully employed in domestic than non-domestic work; also that 23 per cent did domestic work at home and 17 per cent outside of the home.

The United States census of 1930³ revealed that 62.5

¹Yerwood, op. cit., p.33.

²Owens, op. cit., p. 39.

³U. S. Bureau of Census, op. cit., p. 254.

per cent of Negro homemakers were gainfully employed. Of these, 47.6 per cent were employed in such occupations as servants and waitresses; 19.5 per cent in agriculture at home; 14.4 per cent were in other occupations at home; 7.4 per cent were employed as industrial workers; and 11.1 per cent were employed in other occupations.

Home Activities

In an effort to find what experience these girls were having outside of school, questions were asked concerning their activities after school and on Saturday. A check list was also presented and they were asked to check home activities engaged in often, occasionally, and never.

It was found that 64.7 per cent of Group A pupils and 64.6 per cent of Group B pupils participated in home activities after school, whereas 87.9 per cent of Group A and 76.5 per cent of Group B pupils participated in such home activities on Saturday.

Tables IV, V, VI, VII, VIII, IX, and X show the various home activities engaged in by the two groups.

An examination of "oftens", "occasionallys", and "nevers" in Table IV shows few striking differences between the groups, A and B. High percentage of both groups often wash dishes and set the table.

As to buying of foods, over 50 per cent in Group A had some responsibility for buying meats and vegetables.

TABLE IV

FREQUENCY WITH WHICH HIGH SCHOOL GIRLS PERFORMED CERTAIN ACTIVITIES
WHICH PERTAIN TO THE BUYING, PLANNING, PREPARING, AND PRESERVING OF FOODS

	GROUP A				GROUP B			
	Often	Occa- sion- ally	Never	Not stat- ed	Often	Occa- sion- ally	Never	Not stat- ed
Set table	64.5	25.8	3.2	6.5	67.2	29.7	0.0	3.1
Wash dishes	74.3	19.3	0.0	6.4	81.3	15.6	0.0	3.1
Buy meats	51.6	38.8	6.5	3.1	37.5	48.4	1.6	12.5
Buy vegetables	58.1	35.5	0.0	6.4	42.2	43.7	1.6	12.5
Prepare breakfast	29.1	54.9	9.6	6.4	20.3	34.4	17.2	28.1
Help prepare breakfast	22.5	29.1	19.4	29.0	29.7	34.4	6.2	29.7
Prepare lunch	22.6	41.9	22.6	12.9	25.0	37.5	10.9	26.6
Help prepare lunch	19.3	41.9	12.8	25.0	23.4	31.3	9.3	36.0
Prepare dinner or supper	41.9	38.8	6.4	12.9	34.4	40.6	7.8	17.2
Help prepare dinner or supper	25.8	38.8	9.6	25.8	23.4	46.9	4.7	25.0
Prepare main dish	22.6	38.8	25.8	12.8	29.7	29.7	23.4	17.2
Help prepare vegetables for cooking	41.9	35.5	9.6	12.8	40.6	32.8	7.8	18.8
Prepare the salads	35.5	41.9	6.4	16.2	31.3	40.6	7.8	20.3
Cook vegetables	51.6	38.8	9.6	0.0	40.6	45.4	3.1	10.9
Prepare desserts	54.9	32.2	6.5	6.4	34.4	39.1	9.3	17.2
Prepare breakfast foods	61.3	35.5	3.2	0.0	32.8	25.0	12.5	29.7
Pack school lunches for self	6.4	29.1	45.2	19.3	14.1	15.6	40.6	29.7
Care for left-overs	22.6	48.4	12.8	16.2	21.9	36.0	26.6	15.6
Plan and prepare meals	32.2	41.9	6.4	19.3	21.9	39.1	20.3	18.7
Can foods	12.9	16.2	51.6	19.3	7.8	18.8	45.3	28.1
Help with canning and preserving	9.7	32.2	35.5	22.6	17.2	18.7	39.1	25.0

The percentages are considerably higher for A than B.

Many of the girls of both groups often participated in buying, planning, and preparing foods, but not in the preserving of foods. It appears that a contribution to the welfare of these families could be made through a home economics program which included problems relating to planning, buying, preparing, and preserving food.

It may be seen from the data in Table V that the frequencies with which the two groups selected, constructed, and cared for clothing and household textiles are not far different. Very high percentages of both groups often wash own hose and underwear, mend and care for own clothes, and iron for self.

Large numbers of both groups had some responsibility for buying own hose, undergarments, shoes, hats, dresses, and coats. It would appear that these groups did not as often construct clothing as bought clothing ready made.

The percentages also indicate that the girls were participating in the construction of clothing far more often than they were in the construction of household textiles.

It is possible that these girls need help in deciding when to buy ready made or to make articles of clothing, in constructing, in buying, and in the care of their own clothing.

TABLE V

FREQUENCY WITH WHICH HIGH SCHOOL GIRLS PERFORM CERTAIN ACTIVITIES
WHICH PERTAIN TO SELECTING, CONSTRUCTING, AND CARING
FOR CLOTHING AND HOUSEHOLD TEXTILES

Activities	Group A				Group B			
	Often	Occa- sion- ally	Never	Not stat- ed	Often	Occa- sion- ally	Never	Not stat- ed
Mend and care for own clothes	80.7	16.1	3.2	0.0	79.7	18.7	1.6	0.0
Make garments and aprons	9.6	38.8	35.5	16.1	20.3	31.3	45.3	3.1
Make over dresses for self	41.9	45.2	12.9	0.0	53.1	29.7	12.5	4.7
Make over clothes	38.8	22.6	32.2	6.4	20.3	45.3	25.0	9.4
Buy own hose	67.7	22.6	3.2	6.5	81.3	12.5	6.2	0.0
Buy own undergarments	61.3	32.2	6.5	0.0	78.2	12.5	9.3	0.0
Buy own hats	58.1	29.1	12.8	0.0	68.8	20.3	7.8	3.1
Buy own shoes	61.3	22.6	6.5	9.6	71.9	23.4	3.1	1.6
Buy dresses for self	61.3	22.6	16.1	0.0	59.4	29.7	10.9	0.0
Buy own coats	54.9	35.5	3.2	6.4	48.9	39.7	17.2	6.2
Buy clothes for others	19.4	38.8	32.2	9.6	12.5	42.2	36.0	9.3
Help make curtains	9.6	38.8	48.4	3.2	4.7	31.3	50.0	14.0
Help make other linen	12.8	38.8	32.2	16.2	7.8	39.1	53.1	0.0
Make clothes for children	25.8	54.9	12.8	6.5	21.9	32.8	38.8	6.2
Help with family wash	32.2	38.8	19.4	9.6	39.0	31.3	28.1	1.6
Wash own hose and underwear	84.9	9.6	6.5	0.0	86.0	10.9	3.1	0.0
Iron for self	74.3	22.6	3.1	0.0	76.5	21.9	1.5	0.0
Iron for family	35.5	41.9	12.9	9.6	42.2	34.4	18.8	4.6

Table VI shows that very high percentages, all above 70, of both groups often clean bedrooms, care for own room, clean living room, dust floors, dust furniture, clean bathroom, and clean kitchen.

It is evident that these girls have a large part in cleaning and caring for their own homes. Household cleaning not only involves the performance of the task but includes the management of time as well. It would seem that some contribution could be made to the various activities in house cleaning through a homemaking program.

As evidenced by the data in Table VII some of these girls had certain social responsibilities. No striking differences are to be seen between the two groups.

The entertaining of guests in the home is a desirable family practice since it encourages enjoyment of home life. If recreation is not encouraged at home it may be sought in less desirable places. It would seem that a consideration of hospitality as an aspect of family living might be of value to the girls and their families.

The girls were asked to check whether they helped plan the family budgets and also if they had an allowance. It was revealed that approximately two-thirds of these girls had some responsibilities in relation to money; however, it is believed that there are other relations to money that they may have, as evidenced by personal buying in Table V. How

TABLE VI

FREQUENCY WITH WHICH HIGH SCHOOL GIRLS PERFORM CERTAIN ACTIVITIES
WHICH PERTAIN TO THE CLEANING OF THE HOME

Activities	Group A				Group B			
	Often	Occa- sion- ally	Never	Not stat- ed	Often	Occa- sion- ally	Never	Not stat- ed
Clean pantry and cupboard	54.9	19.3	16.2	9.7	53.1	34.4	3.1	9.4
Clean kitchen	71.0	22.6	6.4	0.0	79.7	17.2	3.1	0.0
Clean refrigerator	41.9	29.1	18.2	12.8	46.9	20.3	23.4	9.4
Clean silver	48.4	29.1	19.3	3.2	53.1	29.7	9.4	7.8
Clean bedrooms	90.4	3.2	6.4	0.0	92.2	6.2	1.6	0.0
Clean bathroom	77.5	6.4	6.5	9.6	73.5	7.8	10.9	7.8
Clean living room	80.7	9.6	0.0	9.7	79.7	12.5	7.8	0.0
Make beds	80.7	9.6	3.2	6.5	92.2	6.2	1.6	0.0
Dust furniture	87.1	9.7	3.2	0.0	87.5	6.2	6.3	0.0
Dust floors	80.7	19.3	0.0	0.0	73.5	20.3	6.2	0.0
Clean windows	35.5	32.2	25.8	6.5	32.8	50.0	10.9	6.2
Clean woodwork	48.4	38.8	12.8	0.0	28.1	50.0	17.2	4.7
Care for own room	84.9	15.1	0.0	0.0	87.5	10.9	1.6	0.0

TABLE VII

FREQUENCY WITH WHICH HIGH SCHOOL GIRLS ENTERTAIN AND HELP THEIR
MOTHERS ENTERTAIN GUESTS IN THE HOME

Activities	Group A				Group B			
	Often	Occa- sion- ally	Never	Not stat- ed	Often	Occa- sion- ally	Never	Not stat- ed
Boy callers at home	25.8	57.6	6.4	10.2	20.3	46.9	15.6	17.2
Help mother entertain guest	25.8	48.4	22.6	3.2	25.0	43.8	20.3	10.9
Entertain own guest	25.8	45.2	19.4	9.6	53.4	46.9	21.9	7.8
Plan and give parties	12.8	51.6	29.1	6.5	29.7	48.4	20.3	1.6

well these responsibilities are being assumed was not revealed by the data, but it is thought that not only would personal and household economics be of value to the girls who indicated that they helped plan family budgets, and have an allowance, but also to the other one-third of the girls who might have these same problems at home or in college.

From Table VIII it would seem that these high school seniors have had rather limited experiences with young children. This may be because there were no young children in some of families or because of lack of interest. Further investigation is needed to determine why so few participated in this activity.

Those girls in homes containing younger children doubtless need help in acquiring ability to live with children.

Leisure Activities

It is quite commonly recognized that home economics education can contribute to "worthy use of leisure"; hence it was desirable to study these girls' leisure time activities. The answers to the questionnaires relating to use of time after school and on Saturday not only revealed the home activities engaged in but some of the leisure activities as well. The girls were also asked to check a list of leisure activities presented on the questionnaire.

TABLE VIII

FREQUENCY WITH WHICH HIGH SCHOOL PUPILS PERFORM CERTAIN ACTIVITIES
WHICH PERTAIN TO THE CARE OF YOUNG CHILDREN

Activities	Group A				Group B			
	Often	Occa- sion- ally	Never	Not stat- ed	Often	Occa- sion- ally	Never	Not stat- ed
Help dress and feed children	22.4	12.8	38.4	26.4	9.3	26.5	40.6	23.6
Entertain young children	28.8	44.8	9.6	16.8	17.4	43.5	14.0	25.1
Take much care of children	12.8	25.6	35.2	26.4	26.3	34.4	34.4	24.9

The result showed that 29.1 per cent of Group A and 21.9 per cent of Group B engaged in leisure activities after school; whereas, part of Saturday was so used by 9.6 per cent of Group A and 12.6 per cent of Group B. The frequency with which certain leisure activities were engaged in may be seen in Table IX.

The frequency with which both groups, A and B, engaged in the leisure time activities studied do not differ widely.

The highest percentage of both groups often attend Sunday school, and the second highest read. There was only one girl out of the two groups who stated that she never attended movies. Approximately 50 per cent of both groups never play tennis and never attend Girl Reserve.

Vocational Experience

Home economics can be useful not only in the improvement of home and family living, but it can make a contribution to certain vocations. For this reason these girls were questioned concerning gainful employment after school and on Saturday.

It was found that only three girls in Group A were employed; one each in sewing, photography, and bookkeeping. In Group B one girl was engaged in beauty culture.

Educational Interest

TABLE IX
FREQUENCY WITH WHICH HIGH SCHOOL GIRLS ENGAGED IN CERTAIN
LEISURE TIME ACTIVITIES

Activities	Group A				Group B			
	Often	Occa- sion- ally	Never	Not stat- ed	Often	Occa- sion- ally	Never	Not stat- ed
Play tennis	6.4	22.6	51.6	19.4	1.6	23.4	48.4	26.6
Read	64.5	29.1	0.0	6.4	62.5	21.9	0.0	15.6
Play basketball	38.8	41.9	3.2	16.1	25.0	46.9	15.6	12.5
Attend Girl Reserve	12.9	6.4	54.9	25.8	6.2	23.4	48.4	21.9
Attend Sunday school	71.0	16.2	6.4	6.4	70.3	10.9	4.7	14.1
Attend club meetings	32.2	38.7	12.9	16.2	25.0	32.8	14.1	28.1
Attend movies	48.4	38.7	0.0	12.9	43.7	37.5	1.6	17.2
Attend dances	35.5	41.9	9.7	12.9	29.7	43.7	9.4	17.2

Everett¹ makes three significant statements relating to Negroes and vocational guidance:

Of all races in America, the Negro race needs the most scientific and valid method of planning its vocational and material achievements for future.

Most of us will agree that the general economic and vocational status of the Negro race is very much lower than it should be. But few of us are in direct agreement as to the cause of the general vocational plight of the race.

The first fact that has figured in the vocational plight of Negroes is the fact that Negroes, in general, have not had democratic opportunities to learn and earn. The second reason rests upon the fact that, in many instances, Negroes have failed to make the best use of opportunities that they have had.

In an effort to determine what educational goal these girls who indicated they planned to attend college might have, they were asked to name the college, to state their reasons for wanting to attend college, and to check courses which they were interested in taking in college.

Thirty-one girls planned to attend Houston College for Negroes and 64 other colleges. A study of reasons for wanting to attend college revealed that there were two types, general and vocational. In Group A, 45.2 per cent and in Group B, 26.1 per cent gave such general reasons as, "to help my mother", "to further my education", or "to accomplish something in life". In Group A, 54.8 per cent and in Group B, 60.9 per cent gave reasons which indicated some vocational

¹Everett, Faye Phillip. The Colored Situation. p. 19-20. Meador Publishing Co., Boston, Mass. 1936.

aim such as; "to become a home economics teacher", "to be a trained nurse", or "to earn my living". In Group B there were 13 per cent who did not answer. Other vocations named by these girls were seamstresses, English teachers, beauty culturists, librarians, stenographers, physical education teachers, typists, and musicians.

Since such a large group did not indicate a vocational aim, it appears that these girls are greatly in need of vocational guidance. It is believed that the colleges should recognize this need and be prepared to give such assistance to its students. It is further believed that the college should also investigate the wisdom of the decision of those who did indicate they had selected their vocation.

To secure an indication of their interest in college courses, two general groups were presented; homemaking courses and certain other courses. Table X represents the percentage of high school seniors indicating an interest in the homemaking courses and Table XI represents the percentage indicating an interest in courses other than homemaking.

It may be seen from the data in Table X that the largest percentage of girls in Group A were interested in foods and clothing courses, particularly meal planning, food and health, food preparation, food selection, meal service, clothing care, clothing selection, clothing construction, and ladies tailoring. Almost 40 per cent of this group manifested

TABLE X

PERCENTAGE OF HIGH SCHOOL SENIORS INDICATING AN
INTEREST IN CERTAIN HOMEMAKING COURSES

Courses	Group A	Group B
Foods		
Food and health	48.4	36.0
Food preparation	48.4	39.1
Food selection	48.4	29.7
Large quantity cooking	29.1	20.3
Meal service	45.2	31.3
Meal planning	51.6	37.5
Clothing		
Clothing selection	45.2	42.2
Clothing construction	45.2	34.4
Clothing care	51.6	39.1
Advanced design	41.9	32.8
Ladies tailoring	45.2	45.3
Textiles	12.8	6.2
Laundry	19.4	12.5
Millinery	12.8	15.6
Handicraft	6.5	6.2
Weaving	9.7	4.7
Home nursing	38.8	31.3
Child development	38.8	29.7
The house		
House planning	29.1	21.9
Home decoration	35.5	18.8
Household equipment	25.8	10.9
Family relationships	16.3	26.5
Poultry raising	3.2	6.2
Dairying	3.2	1.6
Consumer education	32.2	29.7

an interest in child development and home nursing.

Fewer girls in Group B indicated an interest in foods, clothing, child development, home nursing, and consumer education than in Group A; however, there were more in this group interested in family relationships.

These data indicate that interest in such courses as food and health, food selection, and clothing selection needs to be motivated but an even greater motivation is needed in family relationships, child development, and consumer education.

It is believed that such interest could not only be motivated but could be developed to understandings, abilities, and appreciations through a home economics program.

TABLE XI

PERCENTAGE OF HIGH SCHOOL SENIORS INDICATING AN INTEREST
IN CERTAIN COURSES OTHER THAN HOME MAKING

Courses	Group A	Group B
Biological sciences		
Biology	3.2	3.1
Botany	3.2	12.1
Chemistry	22.6	26.5
Commercial course		
Stenography	45.3	31.3
Typewriting	48.4	40.6
Education		
Kindergarten	12.8	7.8
English	77.5	67.5
Humanities		
Art	6.5	4.7
Dramatics	35.5	26.5
Instrumental music	16.3	14.1
Music appreciation	22.4	25.1
Vocal music	16.3	18.8
Mathematics	19.4	29.7
Physical education	4.4	36.0
Social science		
Economics	29.1	36.0
History	22.4	18.8
Modern social problems	22.6	17.2
Psychology	6.5	10.5

Table XI shows that by far the highest percentages of both groups were interested in English. Interest in commercial education ranks second high. Not many of either group manifested interest in the social sciences.

It appears that interest in courses other than home-making was not manifested by a large percentage of either group. It is believed that interest needs to be motivated in such courses as modern social problems, economics, psychology, and biology, since these courses can contribute definitely to better family living.

Women Students of Houston College for Negroes

The data relating to the women students of Houston College for Negroes include certain home conditions, vocational experiences and interests, leisure activities, and educational interests. The questionnaires giving information concerning 136 college students were divided into two groups; Group X, comprising 63 students and Group Y, 73 students. The first group represents the employed students and the second group the unemployed students. The college schedule makes it possible for the students to work and attend school. The college classes are held from 3:30 to 9:30 P. M. This time schedule is necessary because the college is housed in the Jack Yates High School building.

Home Conditions

Residence of students and size of family as well as information which might indicate stability of home were secured; home ownership, business ownership, and the occupations of the fathers and mothers. In Table XII may be seen the percentage of college students living with parents, other relatives, or friends.

In Table XII the data revealed that a much higher percentage of Group X than Group Y lived with both parents. Approximately the same percentage lived in broken homes. Further study of data showed that 12.7 per cent of the fathers of Group X and 13.7 per cent of the fathers of Group Y were deceased. No doubt many of the students living with the

TABLE XII

PERCENTAGE OF COLLEGE STUDENTS LIVING WITH
PARENTS, OTHER RELATIVES, OR FRIENDS

Residence	Group X	Group Y
With mother and father	68.2	52.1
With mother	14.3	10.9
With father	1.6	4.1
With other relatives or friends	15.9	32.9

other relatives or friends are girls from surrounding communities who are residing with these persons while attending college. Approximately twice as many in Group Y as Group X lived with such persons.

It is believed that a study of human relations would be of value to all the students.

As to the size of the families of the students, it was found that the average number in Group X was 4.1 persons and in Group Y was 4.8 persons.

The data further revealed that 54.4 per cent of the parents of Group X and 60.2 per cent of Group Y owned their homes.

It was also found that 3.2 per cent of the families of Group X and 8.2 per cent of Group Y owned a business. In Group X, 3.2 per cent and in Group Y, 1.4 per cent owned a business in partnership with other persons.

It was believed that the occupations of the fathers and mothers might reveal some of the needs of the students in their home and family living; especially the gainful employment of the mother, since such employment might result in the students assuming more responsibility in the homes.

The fathers' occupations stated on the questionnaire were classified using the United States Census classification.

The fathers were engaged as farmers (agriculture); blacksmiths, steel workers, painters, paper hangers, timber contractors, and carpenters (mechanical and manufacturing); teachers and ministers (professional); waiters, store keepers, cooks, druggists, undertakers, and porters (domestic and personal); watchmen and letter carriers (transportation and communication); insurance agents (clerical); common labor; and W. P. A. workers.

Because of the fact that many persons probably were not engaged in the same type of occupation at the time the data were collected, spring 1936, as before the depression information was secured relative to occupations at the two periods.

Table XIII shows the percentage of college students' fathers engaged in various classes of occupations before the depression and at the time of the study.

The three classes of occupations in which the highest percentage of Group X fathers were engaged before the depres-

TABLE XIII

PERCENTAGE OF COLLEGE STUDENTS' FATHERS ENGAGED IN VARIOUS CLASSES OF OCCUPATIONS BEFORE THE DEPRESSION AND IN THE SPRING OF 1936

Occupations	Group X		Group Y	
	Before Depression	1936	Before Depression	1936
Agriculture	1.6	3.2	8.2	10.9
Mechanical and manufacturing	7.9	14.3	4.1	6.9
Professional	3.2	3.2	8.2	8.2
Transportation and communication	0.0	4.8	4.1	2.7
Domestic and personal	11.1	15.9	10.9	15.2
Clerical	0.0	1.6	5.5	4.1
Common labor	6.4	6.4	13.7	9.6
W. P. A.	0.0	1.6	0.0	0.0
Deceased	9.5	12.7	10.9	13.7
Not stated	60.3	36.3	34.4	28.7

sion and at the time the study were domestic and personal service, mechanical and manufacturing, and common labor.

In Group Y the highest percentages were engaged before the depression in common labor, domestic, and personal service, agriculture, and professional. At the time of the study the ones most frequently stated were classified as domestic and personal service, agriculture, common labor, and professional service.

A large percentage of both groups did not state their fathers' occupations, and it is believed that these fathers were unemployed, physically disabled, or that the occupations

were unknown to the student.

As to the gainful employment of the mother, it was found that in Group X, 12.7 per cent were so engaged at home and 35.0 per cent away from home. In Group Y, 9.7 per cent were gainfully employed at home and 24.8 per cent away from home.

The occupations engaged in by the mothers were beauty culturists, census enumerators, laundry workers, maids, poultry raisers, rent collectors, seamstresses, and teachers. It was noted that the mothers were gainfully employed in four types of occupations; at home the highest percentage was employed in sewing, away from home the highest percentage was employed in beauty culture, laundry work, and maid service.

Vocational Experiences and Interests

It was believed to be desirable to ascertain in what way the college program was contributing, had contributed, or might contribute to the vocations of its students, and that the students' experiences and interests in vocations would be a clue. The following five questions relating to vocations were presented and answered by the 63 students in Group X.

1. How do you earn money outside of the home? Give salary.
2. State the time of day you work.
3. Briefly describe you job.
4. Could you earn more money if you were trained for the work you are now doing?
5. Have you been given increased responsibility or recognition in this particular job? Illustrate.

In addition to these questions a check list of vocations to which the Home Economics Department might make some contribution was given and the students were asked to check those for which they believed they were adapted and for which they would like to be trained. They were directed to check not more than four.

Classifying the students' occupations, again using the United States Census classification, it was found that these students were employed as stenographers, and N. Y. A. library workers (clerical); teachers, pianists or organists of churches (professional); maids in the homes or stores, and nurse maids, laundry workers, cooks, lunch room helpers in schools, cafes, and Y. W. C. A., hospital workers, beauty culturists, clerks in drug stores, and N. Y. A. workers in Home Economics Department (domestic and personal); dress-makers, C. W. A. seamstresses (mechanical and manufacturing); N. Y. A. survey workers, C. W. A. interviewers, medicine agents (transportation and communication).

TABLE XIV
PERCENTAGE OF COLLEGE STUDENTS ENGAGED IN VARIOUS
CLASSES OF OCCUPATIONS

Occupations	Group X
Clerical	3.2
Professional	33.4
Mechanical and manufacturing	17.5
Domestic and personal	34.9
Transportation and communication	11.1

It is interesting to note in Table XIV the nearness of percentages in professional and domestic and personal occupations, approximately one-third of the group being employed in each of these two occupations. About one-half as many were engaged in mechanical and manufacturing as was engaged in either of these two occupations. Very few were engaged in clerical work.

The salaries of these students ranged from \$1.82 to \$26.25 per week. The average weekly salary was found to be \$8.44.

In an effort to secure some data which would indicate what contribution college training was making to the student's efficiency in employment, a question was asked as to what courses taken in college had enabled them to secure and hold a job. In Table XV may be seen the percentage of college students thus aided by certain courses taken in college.

By far the largest percentage, 31.8 per cent, indicated that home economics aided them in securing and holding their jobs. Approximately one-third as many indicated that college courses have aided them but did not state what college courses. Only one person said she had been aided through algebra, biology, English, nurse training, sociology, and education.

In reply to the question as to whether they had been given increased responsibility on the job, 42.8 per cent of

TABLE XV

PERCENTAGE OF COLLEGE STUDENTS
BELIEVED THEY HAD BEEN AIDED IN SECURING AND
HOLDING JOBS BY CERTAIN COURSES TAKEN IN COLLEGE

Courses	Percentages
Art	7.9
Algebra	1.6
Biology	1.6
Business	1.6
Clothing	7.9
College courses	11.1
English	1.6
Education	1.6
Fooda	3.2
Home economics	31.8
Library science	4.8
Music	7.9
Nurse training	1.6
Sociology	1.6
None	14.2

Group X indicated that they had been given increased responsibility. For example, one student reported a promotion from lunch room helper to cashier; another that responsibility had been increased from one day's work per week as maid in home to four days with duties such as buyer and manager when family had been out of the city; and still another reported that she had been maid at a hospital and was promoted to a helper in the technicians' laboratory. In Group X 68.2 per cent stated they could earn more money if they were better trained for their jobs.

Although at the present time it is necessary for classes at the college to be confined to the hours from 3:30 to 9:30 P. M., there is possibility of other hours of the day being used for classes elsewhere if sufficiently large numbers of students are available at such hours. For this reason they were asked to state the time of day they were working.

Table XVI shows the percentage of employed college students available for college classes from 7 A. M. to 9 P. M.

TABLE XVI

PERCENTAGE OF EMPLOYED COLLEGE STUDENTS AVAILABLE FOR COLLEGE COURSES DURING CERTAIN HOURS OF THE DAY

Hours	Percentage
7-8 A. M.	69.8
8-9	30.2
9-10	11.1
10-11	11.1
11-12	12.7
12-1 P. M.	17.5
1-2	23.8
2-3	41.3
3-4	77.7
4-5	76.7
5-6	84.1
6-7	85.6
7-8	82.5
8-9	79.4

The highest percentage during out of school hours were available from 7 to 8 A. M. The second highest from

2 to 3 P. M. and the third highest from 8 to 9 A. M. A few were available from 8 to 12 A. M.

It appears that the hours from 7 to 8 A. M., 8 to 9 A. M. and 2 to 3 P. M. might be considered in the schedule of the educational program of some of these students.

TABLE XVII

PERCENTAGE OF COLLEGE STUDENTS CHECKING CERTAIN VOCATIONS
FOR WHICH THEY THOUGHT THEY ARE ESPECIALLY ADAPTED AND
WOULD LIKE TO TRAIN

Vocations	Group X	Group Y
Alteration worker in dress shop	33.4	12.3
Beauty operator	17.5	24.9
Cafeteria manager	15.9	4.1
Cook	14.3	19.2
Combination teacher (rural)	20.7	21.9
Dietitian	22.3	15.2
Food expert in commercial field	11.1	8.2
Gift shop manager	6.4	9.6
Home economics teacher	30.2	21.9
Home demonstration agent	17.5	10.9
Homemaker	9.5	17.8
Hotel manager	3.2	5.5
Interior decorator	15.9	26.1
Laundress	11.1	2.7
Maid in a home	3.2	5.5
Maid in a department store	1.6	9.6
Nurse maid	4.8	8.2
Sales clerk in grocery store	7.9	5.5
Seamstress	27.0	27.4
Social worker	31.8	17.8
Show window decorator	3.2	19.2
Tea room manager	1.0	9.6
Waitress	0.0	4.1

The highest percentages of Group X indicated an in-

terest in being alteration worker in dress shop, social worker, and home economics teacher as vocations, all over 30 per cent. No one in this group chose waitress.

The highest percentages of Group Y checked seamstress, interior decorator, and beauty operator as vocations in which they were interested.

Leisure Activities

Smith¹ points out the value of extra-curricular activities in an educational program:

More particularly do the so-called extra-curricular activities provide practice and group organization and personality leadership. They form a sort of peripheral ring about the program of studies, fill up the interstices of student time, and take up the slack in youthful energy. They supplement the educative work of the classroom by giving types of training not otherwise offered and not yet standardized.

No aspect of present day educational change offers more promise of increasing amount of our school time and energy in laboratory training in social organization and group leadership.

It was thought that the students' interests in the extra-curricular activities of the school and also their membership in non-college clubs would be of value in this study.

The non-college clubs were classified as civic, social, cultural, and religious; the same classification used elsewhere in the study. In Table XVIII may be seen the percent-

¹Smith, Walter Robinson. Principles of Educational Sociology. p. 31-32. Houghton Mifflin Co., New York; 1928.

age of college students engaging in extra-curricular activities and belonging to clubs away from college.

TABLE XVIII

PERCENTAGE OF COLLEGE STUDENTS ENGAGING IN EXTRA-CURRICULAR ACTIVITIES OF THE COLLEGE AND CLUBS AWAY FROM COLLEGE

Activities	Group X	Group Y
Civic clubs	9.5	6.9
Cultural clubs	7.9	9.6
Dramatic club	19.1	26.1
Debating club	4.8	0.0
Glee club	20.7	26.1
Home economics club	19.1	17.8
Library club	14.3	9.6
Negro history club	20.7	8.2
Religious clubs	6.4	9.6
Social clubs	9.5	13.7
Student council	1.6	0.0
Y. W. C. A.	22.3	26.1

The findings in Table XVIII reveal that the students were participating more in extra-curricular activities at school than they were in clubs away from school. The largest percentage participated in Y. W. C. A. activities but very few in religious clubs away from school.

Educational Interests

It was thought that there may have been courses not offered in the college curriculum that these college students would be interested in taking; also that there were courses, although offered in the college curriculum, that could not be

taken by particular students for such reasons as; student's time taken by required courses, conflict in schedule, or courses had too many prerequisites. The students were asked to give names of courses being taken elsewhere while they were attending the College. Homemaking courses and courses other than homemaking were also presented in a check list and they were asked to check the courses which they were interested in taking.

The findings, with reference to courses taken elsewhere, showed that they had taken courses in recreational supervision offered through the municipal recreational system; music, including vocal and instrumental; and business, including typewriting and stenography.

TABLE XIX

PERCENTAGE OF COLLEGE STUDENTS WHO HAD TAKEN COURSES ELSEWHERE WHILE ATTENDING HOUSTON COLLEGE FOR NEGROES

Courses	Group X	Group Y
Recreational	4.8	1.4
Music	15.9	2.7
Business	9.5	6.9
Total	30.2	11.0

In examining Table XIX it may be seen that a much larger percentage of Group X than of Group Y were taking courses other than those offered in the curriculum at the

time of the study. In

In Table XX will be found the percentages of college students interested in homemaking courses and in Table XXI the percentages interested in courses other than homemaking.

TABLE XX

PERCENTAGE OF COLLEGE STUDENTS INTERESTED IN
HOMEMAKING COURSES

Courses	Group X	Group Y
Food		
Food and health	27.0	20.5
Food preparation	34.9	27.4
Food selection	15.9	17.8
Large quantity cooking	15.9	9.6
Meal service	30.2	26.1
Meal planning	38.1	38.4
Clothing		
Clothing selection	23.8	28.8
Clothing construction	25.4	24.9
Clothing care	15.9	24.9
Advanced design	28.6	28.8
Ladies tailoring	39.6	37.0
Millinery	36.6	23.3
Textiles	14.3	13.7
Laundry	7.9	10.9
Handicrafts	33.4	27.4
Weaving	11.1	15.2
Home nursing	7.9	16.4
Child development	15.9	19.2
House		
House planning	15.9	26.1
Home decoration	25.4	30.1
Household equipment	4.8	15.2
Family relationships	34.9	28.8
Poultry raising	6.4	8.2
Landscaping and gardening	12.7	13.7
Dairying	4.8	2.7
Household physics	3.2	2.7
Consumer education	6.4	9.6

TABLE XXI
PERCENTAGE OF COLLEGE STUDENTS INTERESTED IN
COURSES OTHER THAN HOMEMAKING

Courses	Group X	Group Y
Biological sciences		
Biology	7.9	17.8
Botany	3.2	8.2
Beauty culture	22.3	32.9
Chemistry	11.1	10.9
Commercial courses		
Stenography	25.4	35.6
Typewriting	47.7	57.5
Education		
Kindergarten	19.1	10.9
Teacher training	30.2	31.5
Humanities		
Art	27.0	24.9
Dramatics	17.5	23.3
Music	38.6	46.6
Language		
English	25.4	26.1
French	9.5	19.2
Spanish	7.9	9.6
Library science	19.1	23.3
Mathematics	9.5	5.5
Personal hygiene	17.5	26.1
Physical education	17.5	30.1
Social science		
Economics	12.7	8.2
History	7.9	5.5
Modern social problems	12.7	6.9
Psychology	14.3	16.3
Sociology	15.9	10.9
Salesmanship	6.4	6.9
Social Service	39.6	31.5

No striking differences are seen between these two groups as regards the students' interests in homemaking courses. In both groups the two highest percentages are those of ladies' tailoring and meal planning.

These students appear to have an interest in some homemaking courses, but there probably is need for motivation of interest in such courses as child development, food and health, food selection, clothing selection and care, family relationships, consumer education, and home nursing since these courses contribute directly to present as well as future living.

There is very little difference in these two groups, X and Y, with respect to their interest in courses other than homemaking, except that in most cases the percentages in Group Y are somewhat higher than in Group X.

The largest percentage of both groups was interested in typewriting. Not many of either group manifested an interest in economics, modern social problems, psychology, sociology, or biology. It is believed that investigation should be made to find why so few students were interested in these courses. Such courses should aid them in their everyday living.

Home Economics Alumni of Houston College for Negroes

The data relating to the home economics alumni of Houston College for Negroes include those collected on certain home conditions, vocational experiences and interests, values of junior college training, and educational interests. The information was obtained from the 40 local women and girls who were Houston Colored Junior College graduates.

Home Conditions

There was need of knowing whether these women were married, single, widowed, divorced, or separated from their husbands, of knowing the number and ages of the children that might be in this group.

With reference to their marital status, 57.5 per cent were single, 20 per cent married, 7.5 per cent widowed, 7.5 per cent divorced, and 7.5 per cent did not state their marital status.

The responses further revealed that the eight women who were married had a total of twelve children; three between ages of 1 to 6, four between ages of 6 to 13, and five between ages of 13 to 20 years.

Vocational Experience and Interest

It was thought that certain information concerning the vocations of the graduates should be indicative of some of the needs in the college curriculum.

The data revealed that 45 per cent of these alumni

were gainfully employed at the time of the study. The average length of employment in these jobs was 12 months. The salaries ranged from \$1.62 to \$27.90 per week, the average being \$9.67 per week.

The positions held by the alumni since graduation were grouped, again using the United States census classification. Since graduation these alumni had been engaged as alteration workers and dressmakers (mechanical and manufacturing); teachers and pianist or organist for churches (professional); maid in homes, maids in theater, cooks, and waitresses (domestic and personal); secretaries and cashiers (clerical); and N. Y. A. workers. The teachers were substitute teachers in rural schools who taught grade school along with home economics.

Table XXII shows the percentage of these alumni engaged in various classes of occupations since graduation.

TABLE XXII

PERCENTAGE OF ALUMNI ENGAGED IN VARIOUS OCCUPATIONS
SINCE GRADUATION

Occupations	Percentage
Mechanical and manufacturing	20.0
Professional	67.5
Domestic and personal	47.5
Clerical	5.0
N. Y. A.	10.0

It may be noted that these junior college graduates had followed two main classes of occupations; professional or domestic and personal. Twenty per cent more had engaged in professional occupations than in domestic and personal. Very low percentages had engaged in clerical occupations.

These graduates were asked their preference for the various jobs which they had held since graduation. Approximately 50 per cent preferred professions such as teaching, music, library work, dietetics; 25 per cent preferred to do dressmaking; and 25 per cent stated domestic and personal service such as cooking and maid service. They gave as their reasons for making these choices, such statements as, "Better opportunity for advancement", "more leisure", "more adapted for this kind of work", and "better salary".

It was thought that there may have been other vocations in which the alumni might be interested but in which they had not had opportunity to engage. A check list of twenty-five vocations to which home economics could make a contribution was presented for them to check. A statement on the questionnaire suggested that they check not more than four. The vocations chosen by them are to be seen in Table XXIII.

Table XXIII reveals that the highest percentage of the alumni, 65 per cent, choose home economics teaching as a vocation; the second highest, alteration worker in dress shop; and the third highest, seamstress. Six of the vocations were

TABLE XXIII

PERCENTAGE OF ALUMNI SELECTING CERTAIN VOCATIONS FOR WHICH THEY BELIEVE THEY WERE ADAPTED AND FOR WHICH THEY DESIRE TRAINING

Vocations	Percentage
Alteration worker in dress shop	52.5
Beauty operator	2.5
Cafeteria manager	10.0
Cook	10.0
Combination teacher (rural)	22.5
Dietitian	35.0
Extension worker	2.5
Food expert in commercial field	7.5
Gift shop manager	27.5
Home economics teacher	65.0
Home demonstration agent	22.5
Homemaker	12.5
Hotel manager	0.0
Interior decorator	32.5
Laundress	0.0
Maid in house	2.5
Maid in department store	2.5
Nurse maid	0.0
Sales clerk in grocery store	2.5
Sales clerk in dry goods store	7.5
Seamstress	47.5
Social worker	12.5
Show window decorator	7.5
Tea room manager	2.5
Waitress	12.5

checked by only one person; beauty operator, extension worker, maid in house, maid in department store, sales clerk in a grocery store and tea room manager. Not one of the group desired to be a nurse maid, hotel manager, or laundress.

It appears that teaching and sewing are of more interest to these alumni than any of the other vocations listed to be checked.

Value of Junior College Training

Increased responsibility on the job was believed to be indicative of efficiency in relation to jobs. The question was asked: "Were you given increased responsibility or recognition in any of these jobs? Illustrate." In answer to this question, 55.0 per cent of the whole group stated they had at one time been given increased responsibility or recognition while on their jobs. For example, one woman was promoted from maid in a home doing house work to governess for children in that home; another had been promoted from assistant waitress to head waitress in a cafe; another was promoted from helper to head cook in a school lunch room; a factory worker had been promoted to a clerk responsible for assembling and sending out all garments from the factory. Promotions from substitute teachers to regular teachers and from small to larger schools were also given. Also one teacher had been promoted from teacher to acting principal.

Of these 22 indicating increased responsibility in jobs, 17 or 77.2 per cent answered that this increased responsibility had been given because of junior college training.

As further indication of the functioning of the college experience in relation to their living the alumni were asked questions concerning the value of particular subjects taken in Junior College. It was desirable to know what subjects had been of value on the jobs and also of value in other ways.

In Table XXIV may be seen the percentage of alumni who indicated that certain college subjects have been of most value on the job. Table XXV shows the percentage who indicated that certain college subjects had been of most value in other ways.

From the statements on the questionnaire, home economics was interpreted to mean any of the subjects in that department. The course listed as "Constitution" is one pertaining to civics.

TABLE XXIV

PERCENTAGE OF ALUMNI INDICATING THAT CERTAIN
SUBJECTS HAVE BEEN OF MOST VALUE TO THEM ON JOBS

Subjects	Percentage
Art	5.0
Clothing	40.0
Constitution	10.0
Chemistry	22.5
English	47.5
French	15.0
Foods	50.0
Home economics subjects	32.5
Mathematics	10.0
Physical education	10.0
Psychology	10.0

The percentages in Table XXIV reveal that the home-making courses, especially food and clothing courses, were indicated by the largest percentage as having been of most value on jobs. English is second only to foods with reference

to value. Identical percentages indicate that constitution, mathematics, physical education, and psychology had been of value.

It would appear from these data that certain subjects studied in junior college have been of value to the graduates while on their jobs.

TABLE XXV

PERCENTAGE OF COLLEGE ALUMNI INDICATING THAT CERTAIN
SUBJECTS HAVE BEEN OF VALUE IN OTHER WAYS

Courses	Percentage
Art	10.0
Clothing	15.0
Chemistry	10.0
English	15.0
French	2.5
Food	20.0
Home economics subjects	10.0
Psychology	15.0

It may be seen in Table XXV that there is similarity of rank in percentage of the alumni who stated that certain courses were of value on job and also in other ways; foods, English, and clothing of value to the largest. Identical percentages of the alumni have found value in clothing, English and psychology in other ways than on the job. These percentages indicate that some courses taken in Junior College have been of value to the alumni in other ways than on the job.

The responses to the question relative to the things learned from the extra-curricular activities of the Houston Colored Junior College that have been of most value to the graduates are summarized in Table XXVI.

TABLE XXVI

PERCENTAGE OF ALUMNI INDICATING VALUES FROM
EXTRA-CURRICULAR ACTIVITIES

Values	Percentage
Appreciation for classroom work	2.5
Co-operation	37.5
Creative thinking	2.5
Etiquette	5.0
Fair play	2.5
Leadership	10.0
Parliamentary procedure	5.0
Self adjustment	2.5
Singing	2.5
None stated	45.0

The largest group of these alumni, 37.5 per cent believed they had learned co-operation through extra-curricular activities. Approximately one-fourth as many wrote leadership on the questionnaire. Self adjustment learned through these activities had been of value to only one person.

Although 45 per cent did not state any values, it appears that at least 55 per cent of the students had received some worth while values from extra-curricular activities.

Still another question was asked regarding the value of college: "Has the Junior College enabled you to get along better with people?" Eighty-five per cent of these graduates answered "yes".

Educational Interest

It was believed that some of these alumni might be interested in taking more courses in the college. The two general groups of courses used for other groups in this study were presented on the questionnaire: homemaking and other than homemaking.

Table XXVII gives the percentage of alumni interested in homemaking courses. Table XXVIII gives the percentage of alumni interested in courses other than homemaking.

Very high percentages of these alumni were interested in clothing construction, food and health, millinery, and ladies tailoring. High percentages were also interested in clothing selection, family relationships, and home decoration.

It appears that a large percentage of these graduates have an interest in continuing their education in relation to homemaking but there is great need for interest to be developed in consumer education, since all individuals, especially home economists should be concerned with problems relating to wise consumption.

As may be seen in Table XXVIII three-fourths of the alumni were interested in typewriting. At least 50 per cent

TABLE XXVII
PERCENTAGE OF ALUMNI INTERESTED IN HOMEMAKING COURSES

Courses	Percentage
Food	
Food and health	87.5
Food preparation	62.5
Food selection	62.5
Large quantity cooking	45.0
Meal service	45.0
Meal planning	55.0
Clothing	
Clothing selection	82.5
Clothing construction	95.5
Clothing care	50.0
Advanced design	62.5
Ladies tailoring	87.5
Millinery	87.5
Textiles	25.0
Laundry	8.0
Handicrafts	20.0
Weaving	25.0
Home nursing	25.0
Child development	50.0
House	
House planning	57.5
Home decoration	75.0
Household equipment	20.0
Family relationships	75.0
Poultry raising	12.5
Landscape and gardening	20.0
Dairying	0.0
Household physics	20.0
Consumer education	2.5

were interested in three of the social sciences, economics, social service, and sociology, but none indicated an interest in the biological sciences.

It is evident that some of the alumni are interested

TABLE XXVIII

PERCENTAGE OF ALUMNI INTERESTED IN COURSES OTHER THAN HOME-
MAKING

Courses	Percentage
Biological sciences	
Biology	0.0
Botany	0.0
Beauty culture	10.0
Chemistry	25.0
Commercial course	
Stenography	32.5
Typewriting	75.0
Education	
Kindergarten	7.5
Educational course for teachers	32.5
Humanities	
Art	45.0
Dramatics	50.0
Music	57.5
Language	
English	57.5
French	37.5
Spanish	7.5
Library science	20.0
Mathematics	0.0
Personal hygiene	25.0
Physical education	57.5
Social science	
Economics	57.5
History	7.5
Modern social problems	37.5
Psychology	32.5
Sociology	50.0
Social service	50.0
Salesmanship	7.5

in courses other than homemaking, but the largest percentage tend to be interested in typewriting, music, English, physical education, economics, and social service.

The College now offers courses in typewriting, music, and physical education.

Non-college Homemakers

The data relating to the homemakers who had been graduated from high school but had not attended college include family status, buying practices, leisure activities, and educational extension. The 100 homemakers used in this study were classified into two groups; Group Z includes 60 married homemakers of whom 50 were living with husbands, five widowed, and five divorced at the time of the study and Group W includes the 40 single homemakers who were responsible for the care of a house and a family.

The larger functions of the family household are three: the racial or biological function, or the creation of the child; the economic function or the maintenance of the family by the daily work of the family groups; and the social function or the desired interaction of the individual personalities in the daily round of family living.¹

It is believed that educational programs should be planned to help the family meet these larger functions; hence, it was desirable to secure data that would indicate needs and thus determine what contribution might be made to these homemakers through a college program concerned with improving home and family life.

A committee of the American Vocational Association makes a statement of significance here:

Homes can be improved but little from without. Expecting the homemaker to improve her home from within, with-

¹Andrews, Benjamin R. Economics of the Household. p. 8. Macmillan Co., New York. 1935.

out giving her better standards and helping her put them into practice, is almost as fruitless. She must somehow be helped to help herself. This can only be done by some form of education. If the educational job is to assist homemakers in raising the level of their homes as measured by standards it makes little difference who sets up these standards as long as they furnish usable, feasible, and socially sound yardsticks by which to set goals for the housewife in the improvement of her home and by which to indicate the progress she is making in their attainment.

If the main goal is to raise the level of the home, every homemaker can benefit by an educational program for this purpose; consequently there needs to be a tremendous development of homemaking programs in all the states.¹

Family Status

Any social change which indicates that the home is becoming less stable, less suitable place for the nurture of children, less permanent as an institution is for many reasons,² a most undesirable change unless it can be off-set in some way.

Ogburn in discussing the effects of mobility on family life said:

Clearly it is difficult to maintain family status in a high degree when there is much mobility of population. The growth of large cities, in which the effectiveness of gossip and other forms of non-legal social control is diminished tends to also diminish family prestige. With few exceptions,³ the personality of the individual family is lost in the crowd.

Data relating to property holdings, permanence of tenure and housing conditions give some clue to stability; therefore, it seemed desirable to know the extent of home ownership, business and additional property ownership, length

¹Prosser, C. A. and others. Vocational Education and Changing Conditions, Changing Economics and Social Conditions and Their Effect upon Vocational Education. U. S. Office of Education, Vocational Education Bul. 174. p. 77-78. 1934.

²Ibid., p. 63-64.

³Report of the President's Research Committee. Recent Social Trends in the United States. p. 678. McGraw-Hill Co. Inc., New York. 1933.

of residence.

The data revealed that 35 per cent of Group Z families and 32 per cent of Group W owned their homes. Not only does home ownership tend to make homes more stable but if additional property is owned there is less tendency for families to move frequently. Only 18.3 per cent in Group Z and 15 per cent in Group W owned additional property. Also, when the husband owns a business the family tends to be more stable and more interested in community development. There were only 4.8 per cent of the husbands in business.

The data relating to length of residence at present address reveal that the average length of years in Group Z was 9.3 and in Group W, 6.0.

Questions were asked which would give some indication of size and convenience of living quarters. The average number of rooms was 4.8 in Group Z and 4.6 in Group W. Bathroom fixtures and electric lights were the only two conveniences presented on the questionnaire because it was believed that the absence of these two would indicate a tendency toward undesirable living conditions in a city. It was found that 84.2 per cent of the homes of Group Z and 55 per cent of Group W had bath fixtures; 90 per cent of Group W and 85 per cent of Group Z had electric lights.

Leib says:

If the rearing of children be considered as worthy or

gratifying activity and not a mere incident, there is as yet no agency which can operate as efficiently as a properly organized family.¹

Children in the home not only require care, training, and supervision, but the success of the performance includes time management on the part of the homemaker. For these reasons information was collected relative to responsibility in rearing of children. It was found that 33 families in Group Z had a total of 54 children, ranging in age from infant to 18 years; 33 from infant to six years, 10 from six to 12 years, and 11 from 12 to 18 years.

Reports of the United States Census in 1930 show that 59 per cent of the Negro families had no children under ten years of age and 41.1 per cent of the families had no children under 21 years of age.²

It is believed that the mothers in this study would be benefited through an adult education program which would include help on parent-child relationships.

This study has revealed that persons other than members of the immediate family, homemaker, the husband, and children, lived in some of the homes. In 64.4 per cent of Group Z families such persons were found,

¹Cooper, William John, and others. Symposium on Home and Family Life in a Changing Civilization. U. S. Office of Education. Bul. 131. No. 5. p. 10. 1931.

²U. S. Census, op. cit., p. 256.

The family status is not only determined by conditions in the immediate household, but also by what the family members do outside of the home. For this reason it was thought advisable to inquire as to the gainful occupations of members of the household; the husbands, in the case of Group Z, the homemakers, and other family members.

Because the data were collected during the "depression" inquiry was made regarding occupations previous to this period as well as at the time the study was made.

The occupations of the husbands were grouped using the United States Census classification; agriculture, mechanical and manufacturing, clerical, professional, and domestic and personal.¹

The questionnaire revealed that the husbands' occupations were farmers (agriculture); filling station workers, steel workers, and mechanics (mechanical and manufacturing); contract haulers, mail clerks, pullman porters, longshoremen, compress workers, and truck drivers (transportation and communication); bakers, cafe cooks, store porters, cleaners and pressers, and interior decorators (domestic and personal); bookkeepers (clerical); and common laborers.

Table XXIX presents additional information relating to the occupations of the husbands of Group Z

¹U. S. Census, op. cit., p. 253.

TABLE XXIX

PERCENTAGE OF HOMEMAKERS HUSBANDS ENGAGED IN CERTAIN CLASSES OF OCCUPATIONS BEFORE THE DEPRESSION AND IN THE SPRING 1936

Occupations	Before depression	1936 Spring
Agriculture	1.7	0.0
Mechanical and manufacturing	3.3	8.3
Professional	5.0	1.7
Transportation and communication	8.3	15.0
Domestic and personal	11.7	30.0
Common labor	18.3	16.7
Clerical	1.7	3.3
In school	26.7	5.0
Unemployed	0.0	3.3
Not given	23.3	16.7
Total	100.0	100.0

At the time the data were collected at least 80 per cent of the husbands were employed; 56.6 per cent were part time workers, 18.3 per cent were full time, and five per cent did not indicate extent of employment. Those homemakers who did not state an occupation for husband include 8.3 per cent who were widowed, and 8.3 per cent divorced. The highest percentages were engaged in domestic and personal service, common labor, and transportation and communication, in frequency named. None was engaged in agriculture and very few in professional and clerical occupations.

Before the depression the highest percentage was in school, the second highest engaged in common labor, and third

highest in domestic and personal service. During this period five times as many husbands were in school as were in school at the time of the study. Nearly three times as many engaged in domestic and personal service and twice as many in transportation and communication before the depression as were engaged in these same occupations at the time of the study.

At the time of the study 21.7 per cent of Group Z and 50 per cent of Group W homemakers were gainfully employed. In Group Z, 11.7 per cent were full time and 10.0 per cent part time workers. In Group W, 40 per cent were full time workers and 10 per cent were part time workers.

Before the depression only 11.7 per cent of Group Z and five per cent of Group W were employed; 46.6 per cent of Group Z and 52.5 per cent of Group W being in school at that time.

The homemakers were engaged as poultry raisers, beauty culturists, cafe cooks, maids in hotels and homes, recreation workers, seamstresses, and teachers. The largest percentages in both groups were engaged as beauty culturists, cafe cooks, and maids in hotels and homes. The percentage engaged in these occupations was approximately twice as high in Group W as in Group Z at the time of the study. Few of either group were seamstresses, teachers, or recreation workers.

It would seem that some help could be given through a vocational homemaking program to those women who are employed as cafe cooks, maids in homes and hotels, beauty cul-

turists, and seamstresses. Also all of the employed homemakers might be given help in problems of management in the home which arise when the homemaker is gainfully employed.

The United States census classification was also used for occupations of family members other than the husbands. The occupations engaged in were painters, tool shop workers, and seamstresses (mechanical and manufacturing); trained nurses, and teachers (professional); cashiers (clerical); craters, drivers, foremen (transportation and communication); pressers, finishers, laundry and pickle factory workers, beauty culturists, maids in homes, maids in Y. W. C. A., porters at hotels and stores (domestic and personal); common laborers; and W. P. A. workers.

Table XXX presents data relating to the percentage of these family members engaged in each class of occupation.

TABLE XXX

PERCENTAGE OF OTHER FAMILY MEMBERS ENGAGED IN CERTAIN
CLASSES OF OCCUPATIONS IN SPRING, 1936

Occupations	Group Z	Group W
Mechanical and manufacturing	0.0	7.5
Professional	1.7	2.5
Transportation and communication	1.7	0.0
Domestic and personal	25.0	40.0
Common labor	5.0	35.0
W. P. A.	1.6	2.5
Total	35.0	87.5

The occupations most commonly engaged in by both groups were those classified as domestic and personal. There were seven times as many engaged in common labor in Group W as in Group Z.

Leisure Activities

This study attempted to find the leisure activities of these homemakers through a check list presented on the questionnaire.

TABLE XXXI

PERCENTAGE OF HOMEMAKERS ENGAGED IN CERTAIN
LEISURE TIME ACTIVITIES

Activities	Group Z	Group W
Attend dances	36.6	62.5
Do church work	93.4	85.0
Do fancy work	55.0	50.0
Fish	46.6	40.0
Garden	43.0	47.5
Give parties	30.0	30.0
Go to movies	78.4	92.5
Hike	36.6	52.5
Listen to radio	83.4	87.5
Picnic	75.0	82.5
Play bridge	35.0	22.5
Play basketball	12.3	12.5
Play tennis	10.0	37.5
Read	86.7	87.5
Sew	75.0	72.5
Swim	20.0	30.0

It may be seen from Table XXXI that more than 70 per cent in each group engaged in over one-third of these activities; attended movies, read, went on picnics, listened to radio,

and participated in church work.

A higher percentage of Group Z than Group W checked church work and play bridge, but a higher percentage of Group W than Group Z checked go to movies, attend dances, and hike.

Another indication of the homemaker's leisure interest is club affiliation. Table XXXII gives the percentage of homemakers belonging to various types of clubs. The clubs were classified into four groups; civic, "cultural", "social", and religious. The civic clubs were those where interest was centered in neighborhood and community development such as improvement of streets including sewage and drainage, light service in the community, health, home and community beautification, and child welfare. The "cultural" clubs were more for personal improvement of its members along the lines of art, literature, and personal charm. It is recognized that culture is being used here in a very limited sense. The social clubs, which included such activities as playing cards, other games, or dancing, were entirely for recreation. The religious clubs were those where the chief interests were religious education.

TABLE XXXII

PERCENTAGE OF HOMEMAKERS BELONGING TO VARIOUS
TYPES OF CLUBS

Clubs	Group Z	Group W
Civic	6.7	5.0
Cultural	13.3	20.0
Social	8.3	10.0
Religious	11.7	15.0

Somewhat larger percentages of Group W than of Group Z belonged to cultural, social, and religious clubs. It appears that large numbers of homemakers were not interested in, unable financially, or did not have time to attend clubs.

Buying Practices

"Wise choosing in every area underlies the individual's achieving the abundant life."¹ Since homemakers usually have a large share in spending the family income, they should know commodities, qualities, prices, and the market in which they are buying. In an effort to determine in what way these homemakers could be helped in the use of family income a check list of certain buying practices was presented on the questionnaire.

In Table XXXIII may be seen the extent to which these homemakers used certain buying practices.

TABLE XXXIII

PERCENTAGE OF HOMEMAKERS USING CERTAIN BUYING PRACTICES

Buying practices	Group Z	Group W
Read labels	70.0	72.4
Rely on advertisement	33.4	47.5
Look for brands	75.0	57.5
Depend on guarantee of article	46.6	52.5
Use experience	51.6	62.5
Make home test	35.0	37.5
Make comparative prices as to quantity and quality of goods	86.7	85.0

¹Andrews, op. cit., p. 18.

It may be seen that the buying practices used by the two groups, W and Z, did not differ widely. The largest percentage of both groups made comparative prices as to quantity and quality of goods. High percentages also read the labels. Approximately 35 per cent in both groups made home tests and between 33 and 47 per cent relied on advertisements.

The committee appointed by the Vocational Education Association made some suggestions with reference to homemakers and their buying problems which supplement these findings:

The homemaker buys service as well as commodities. She buys, or she may buy, to illustrate medical service, dental service, manicure service, beauty parlor service, religious service, banking service, dressmaking service, millinery service, housemaid service, garden service, and child nurse service.

In order that they may buy intelligently and meet the rising demands on an uncertain or reduced income, homemakers need accurate, unbiased, reliable information with regard to homemaking materials and articles. They also need training in ways of securing such information. They need this help also as a safeguard against the advertising to which they are subjected in print but more particularly against the questionable methods over the radio. If it can be done, the housewife needs to be trained in the ability to resist sales pressure.¹

Educational Extension

In an attempt to ascertain whether the homemakers were interested in continuing their education, questions were asked relating to the use of the public library; to attendance of lectures, forums, cooking schools, and food shows; to sub-

¹ Prosser, op. cit., p. 68.

scriptions to daily paper and magazines; and to courses taken since graduation, as well as courses which they might be interested in taking. It was found that 55 per cent in Group Z made some use of the library and 96.6 per cent took a daily paper. In Group W, 50 per cent used the library and 77.5 per cent took a daily paper. As to subscribing to magazines and attending lectures and forums, the replies revealed that 51.6 per cent of Group Z subscribed to magazines and 70 per cent attended lectures and forums. In Group W, 32 per cent subscribed to magazines and 62.5 per cent attended lectures and forums. Homemakers in this community have an opportunity to attend night schools, trade classes, business courses, and homemaking courses that are offered through the N. Y. A., Smith-Hughes Act, and Y. W. C. A. Also, cooking and food shows are sponsored by local newspapers. It was found that 56.6 per cent of Group Z and 52.5 per cent of Group W had attended food shows and cooking schools. The courses that they had taken since graduation from high school may be seen in Table XXXIV.

Table XXXIV reveals that some of the homemakers of both Group Z and Group W had taken courses since graduation from high school. The highest percentages of the two groups had taken commercial courses and the second highest, sewing courses; very low percentages of both groups had taken food, home nursing, music, and physical education courses.

TABLE XXXIV
PERCENTAGE OF HOMEMAKERS WHO HAD TAKEN
COURSES SINCE GRADUATION FROM HIGH SCHOOL

Courses	Group Z	Group W
Beauty culture	6.7	10.0
Commercial	18.3	12.5
Food	3.3	5.0
Home nursing	1.7	2.5
Literary	3.3	0.0
Music (instrumental)	0.0	2.5
Music (vocal)	1.7	2.5
Physical education	1.7	0.0
Sewing	10.0	10.0
Total	46.7	45.0

These findings indicate that some of these homemakers were interested in extending their education through the opportunities offered them by the various agencies.

Table XXXV gives the percentage of homemakers who indicated an interest in certain homemaking courses.

A larger percentage manifested interest in food courses than other courses. As might be expected there were more in Group Z than Group W interested in child development courses, but twice as many in Group W as Group Z checked the family relationships courses. It is believed that interest needs to be motivated in such homemaking courses as food and health, food selection, meal planning, child development, family relationships, and consumer education.

Table XXXVI gives the percentage of homemakers who indicated an interest in courses other than homemaking.

TABLE XXIV

PERCENTAGE OF HOMEMAKERS INTERESTED IN CERTAIN HOMEMAKING COURSES

Courses	Group Z	Group W
Food		
Food and health	53.3	42.5
Food preparation	35.0	32.5
Food selection	28.3	25.0
Large quantity cooking	3.3	7.5
Meal service	28.3	37.5
Meal planning	45.0	45.0
Clothing		
Clothing selection	46.6	40.0
Clothing construction	33.4	27.5
Clothing care	35.0	35.0
Advanced design	23.3	35.0
Ladies tailoring	15.0	25.0
Millinery	8.3	12.5
Laundry	3.3	20.0
Handicraft	10.0	12.5
Weaving	1.7	2.5
Home nursing	21.7	35.0
Child development	38.3	27.5
House		
House planning	26.7	27.5
Home decoration	35.0	22.5
Household equipment	3.3	7.5
Family relationships	11.7	22.5
Poultry	3.3	5.0
Landscaping and gardening	3.3	10.0
Dairying	1.7	2.5
Household physics	3.3	2.5
Consumer education	17.0	7.5

The largest percentage of both groups were interested in English courses. A much larger percentage of Group W than Group Z were interested in modern social problems, and somewhat larger percentages were interested in typewriting, stenography, mathematics, physical education, and economics.

TABLE XXXVI

PERCENTAGE OF HOMEMAKERS INTERESTED IN COURSES
OTHER THAN HOMEMAKING

Courses	Group Z	Group W
Biological sciences		
Biology	10.0	10.0
Botany	1.7	5.0
Beauty culture	40.0	40.0
Chemistry	11.7	12.5
Commercial		
Stenography	25.0	35.0
Typewriting	25.0	47.5
English	56.6	57.5
Humanities		
Art	1.7	7.5
Dramatics	18.3	22.5
Music (vocal)	16.7	15.0
Music (instrumental)	20.0	15.0
Music appreciation	11.7	10.0
Kindergarten	15.0	12.5
Mathematics	6.7	17.5
Personal hygiene	40.0	35.0
Physical education	15.0	25.0
Social sciences		
History	16.7	2.5
Modern social problems	5.0	40.0
Psychology	11.7	5.0
Economics	31.6	40.0

Low percentages of both groups were interested in art.

It is evident from this table that interest needs to be motivated in many courses which might be useful in the everyday living of the homemaker such as modern social problems, psychology, economics, personal hygiene, and art.

CONCLUSIONS

After study of the data the writer concludes that the Home Economics Department at Houston College for Negroes should make contributions to the Negro women of Houston, Texas through a general homemaking program, a vocational program and an adult education program.

It was found that certain needs of all women college students should be cared for through courses in:

1. Family relationships including personal trait development, leisure, and hospitality in the home.
2. Food including buying, planning, and preparing foods.
3. Caring for the house, including consideration of time management.
4. Clothing, including selection and care,
5. Income management including management of personal funds.

Vocational needs of college students and alumni should be cared for through:

1. Advanced courses in planning, serving, preparing, and buying foods.
2. Clothing construction courses to develop ability in plain sewing and ladies tailoring.
3. Continuing to give home economics teacher training courses.

Homemakers' needs should be cared for through:

1. Adult education courses in consumer education, family relationships, clothing, foods, child development, home management, and care of the house.

Recommendations for consideration in the whole educational program of the College:

1. Continuation of teacher training courses.
2. Continuation of extra-curricular activities.
3. There is need for vocational guidance of students.
4. There is need for interest to be motivated in courses related to homemaking such as modern social problems, economics, psychology, and biology.
5. That the hours from 7 to 10 A. M. and 2 to 3 P. M. be considered in the college schedule.
6. Installation of unit kitchens in the Home Economics laboratories including in each unit either gas, wood, or electric stoves and also that access be had to electric washing machines.

As a result of this study recommendations were made relating to general courses for all girls in the College; family relationships, food, care of house, clothing, and income management. Also that the vocational needs of college students and alumni be cared for through advance courses in foods, clothing construction, and home economics teacher training. It appears desirable that the homemakers' needs should be cared for through certain non-college home economics courses.

SUMMARY

The problem of this investigation was to secure evidence which would give some indication of the contribution which the Department of Home Economics of Houston College for Negroes should make to the education of Negro women in Houston, Texas.

The data were secured by having 95 of the high school senior girls who were graduated by one of the three high schools of Houston, Texas, June, 1936, 136 women students of Houston College for Negroes, 40 Home economics alumni of Houston College for Negroes and 100 non-college homemakers fill out questionnaires which included questions relating to home conditions, activities, vocational experiences, and educational interests.

The questionnaires for the high school were divided into two groups: Group A, those 31 planning to attend Houston College for Negroes and Group B, those 64 planning to attend other colleges. The women students attending college were divided into two groups: Group X, the 63 employed students, and Group Y, the 73 unemployed students. The alumni group relates to 40 local home economics graduates of the Houston Colored Junior College. The non-college homemakers were divided into two groups: Group Z, the 60 married homemakers and Group W the 40 single homemakers.

The data relating to the high school group revealed that:

1. Homes were owned by 51.2 per cent of the families in Group A and 46.9 per cent of the families in Group B.

2. The average number of family members was 5.5 persons in Group A and 4.6 persons in Group B.

3. Individual rooms were occupied by 51.2 per cent of Group A and 43.8 per cent of Group B. The average number with whom the room was shared was 1.5 persons in Group A and 1.1 persons in Group B.

4. The equipment in the homes of Group A and Group B was similar. At least 50 per cent of the homes had bathrooms, radios, running water, gas stoves, foot-power sewing machines, and sinks.

5. Approximately 50 per cent of the girls were living with their mothers and fathers, 10 per cent in broken homes and 40 per cent with other relatives or friends.

6. The largest number of fathers of Group B were common laborers and of Group A were engaged in mechanical and manufacturing occupations. Few were engaged in professional occupations.

7. In Group A, 19.4 per cent of the mothers were gainfully employed at home and 34.2 per cent away from home.

8. More than 40 per cent of the girls often set tables, washed dishes, prepared food, cared for own clothing,

purchased own clothing and cleaned the house. Relatively few often had responsibility for younger children in the home.

9. The most common leisure time activities were attending Sunday school, reading, and attending movies.

10. General and vocational reasons were given for wanting to attend college. In Group A, 54.8 per cent and in Group B, 60.9 per cent gave reasons which indicated some vocational aim. The vocations most commonly named by these girls were home economics teacher, English teacher, beauty culturist, librarian, stenographer, physical education teacher, typist and musician. Approximately one-third of the girls indicated an interest in such homemaking courses as meal planning, foods and health, food preparation, food and meal service, clothing care, clothing selection, clothing construction, advanced design, ladies tailoring, home nursing, and child development. Very few indicated an interest in family relationships. In courses other than homemaking, approximately one-third were interested in English, stenography, and type-writing.

In the home economics alumni group it was found that:

1. Of the 92.5 per cent who stated their marital status, 57.5 per cent were single, 20 per cent married, 7.5 per cent widowed and 7.5 per cent divorced. The eight married women had a total of twelve children whose ages ranged from 1 to 20 years.

2. At the time of the study 45 per cent were employed. The average length of employment on job was 12 months and the salaries ranged from \$1.62 to \$27.90 per week with an average of \$9.67. These women had followed two main classes of occupations; professional and domestic and personal. Twenty per cent more had engaged in professional occupations than in domestic and personal.

3. Approximately 50 per cent were interested in such professions as teaching home economics, music, library work, and dietetics; 25 per cent domestic and personal service.

4. Increased responsibility had been given 55 per cent of the alumni while on their jobs and 77.2 per cent of these believed that this increase was given because of the junior college training. Homemaking courses, especially food and clothing courses, were indicated by the largest percentages as having been of most value on the job; also English, constitution, mathematics, physical education, and psychology were named.

5. Many of the students indicated they had received help in human relationships through extra-curricular activities and courses.

6. At least 75 per cent indicated an interest in taking courses in clothing construction and selection, food and health, millinery, ladies tailoring, home decoration, family

relationships and typewriting. At least 50 per cent were interested in food preparation and selection, meal planning, clothing care, advanced design, child development, house planning, dramatics, music, English, physical education, economics, social service, and sociology but none were interested in biology.

The data secured from the college students revealed that:

1. Homes were owned by 54.4 per cent of the parents of Group X and 60.2 per cent of Group Y. Six and four-tenths per cent of the families of Group X and 9.6 per cent of Group Y owned an interest in a business.

2. The average number of family members was 4.1 persons in Group X and 4.8 persons in Group Y.

3. The highest percentages of fathers were engaged in domestic and personal service, mechanical and manufacturing, and common labor.

4. In Group X, 12.7 per cent of the mothers were employed at home and 35.0 per cent away from home. In Group Y, 9.7 per cent were employed at home and 24.8 per cent away from home. The occupations engaged in by the mothers were beauty culturists, census enumerators, laundry workers, maids, poultry raisers, rent collectors, seamstresses and teachers.

5. Slightly less than half, 46.5 per cent of the col-

lege students were employed; approximately one-third in professional occupations and in domestic and personal service. Their salaries ranged from \$1.82 to \$26.25 per week, the average being \$8.44. Almost one-third of them believed that home economics courses had aided them in securing and holding a job.

7. Increased responsibility on the job had been given to 42.8 per cent of the employed students and 68.2 stated they could earn more money if they were better trained for their jobs. The highest percentage of Group X students available for class work out of school hours not being used, were available from 7 to 10 A. M. and 2 to 3 P. M. Of the 23 vocations presented for checking only five were checked by at least 20 per cent as the vocations for which they believed they were adapted and would like to train; beauty operator, rural combination teacher, home economics teacher, seamstress, and social worker.

8. Very few of the students had taken courses elsewhere while attending college, except in the case of music and business courses.

9. The largest percentage of these college girls participated in Y. W. C. A. activities, dramatic club, home economics club, glee club and Negro history club.

10. Approximately 30 per cent were interested in courses in food preparation, meal service, meal planning,

advanced design, ladies tailoring, handicraft, family relationships, typewriting, teacher training, music, and social service.

The investigation of non-college homemakers revealed that:

1. Homes were owned by 35.0 per cent of Group Z families and 32.0 per cent of Group W families. Additional property was owned by 18.3 per cent in Group Z and by 15 per cent in Group W. Very few, 4.8 per cent, of the husbands owned an interest in a business. The average length of residence at present address was 9.3 years in Group Z and six years in Group W.

2. The average number of rooms per house was 4.8 in Group Z and 4.6 in Group W. Over 80 per cent of both groups had bathroom fixtures, while 85 per cent in Group Z and 55 per cent in Group W had electric lights.

3. Thirty-three families in Group Z had a total of 54 children, ranging in age from infant to 18 years.

4. At the time of the study at least 80 per cent of the husbands were employed; 56.6 per cent were part time workers. The highest percentages were engaged in domestic and personal service, common labor, and transportation and communication occupations. Before the depression the highest percentage was in school, second highest engaged in common

labor, and third highest in domestic and personal service.

5. At the time of the study 21.7 per cent of Group Z and 50 per cent of Group W homemakers were gainfully employed. The largest percentage in both groups were engaged as beauty culturists, cafe cooks or maids in hotels and homes.

6. The other family members who were employed most commonly engaged in domestic and personal service.

7. Not many of these homemakers were participating in clubs; however, there was more participation in cultural and religious clubs than in civic and social clubs.

8. More than 70 per cent indicated that they attended dances, read, went on picnics, listened to radio and participated in church work as leisure activities.

9. Approximately 60 per cent read the label, looked for brands and made comparative prices as to quantity and quality of goods when buying.

10. Very few had taken any courses since being graduated from high school but approximately 50 per cent had made use of the library, 85 per cent had access to a daily paper, 40 per cent subscribed to magazines, 65 per cent attended lectures and forums and 50 per cent attended cooking and food shows.

11. At least 35 per cent in each group indicated an interest in courses relating to food and health, food preparation, meal planning, clothing selection, clothing care,

beauty culture, typewriting, English, personal hygiene and
economics.

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APPENDIX

Home Economics Division
Houston College for Negroes

Dear Senior:

Now that you are about to enter your life's vocation,
we are anxious to aid you in carrying out your plans.

You are our future homemakers and represent the highest
group in education below the college level.

I should be very glad to have you answer these at-
tached questions directly and as accurately as possible.

Very sincerely yours,

Mrs. Cecelia Scott-Lane
Head of Home Economics Depart-
ment

QUESTIONS FOR HOME ECONOMICS HIGH SCHOOL SENIORS

Houston, Texas

1. Name _____ Age _____
2. Do you live with your father and mother? _____
3. What is your father's occupation? _____
4. How many are there in your family? _____
5. Does your mother earn money outside of the home? ___ How? ___
6. Does your mother earn money at home? ___ How? ___
7. Does your family own your home? _____
8. Check the following things which you have in your home

Telephone	_____	Kerosene stove	_____
Sink in the kitchen	_____	Electric carpet sweeper	_____
Running water	_____	Electric stove	_____
Bathroom	_____	Electric washing machine	_____
Wood range	_____	Sewing machine	_____
Coal range	_____	Electric sewing machine	_____
Radio	_____	Gas stove	_____
		Electric ice box	_____
9. Do you have a room alone? _____
10. If you share a room with whom do you share it? _____
11. Do you earn money outside of the home? ___ How? ___
12. Could you earn more money if you were trained for the work you are doing? _____
13. What courses taken in high school enabled you to secure and hold your job? _____
14. What do you do on Saturdays? _____
15. What do you do after school hours? _____
16. Have you ever had full responsibility of caring for the home? _____

17. Check the following activities that you do

Often	Occa- sion- ally	Never
-------	------------------------	-------

		Set table
		Wash dishes
		Buy meats
		Buy vegetables
		Prepare breakfast
		Help prepare breakfast
		Prepare lunch
		Help prepare lunch
		Prepare dinner
		Help prepare dinner
		Prepare main dish
		Prepare the vegetables
		Prepare the salad
		Cook vegetables
		Prepare desserts
		Prepare breakfast foods
		Pack school lunches
		Do family washing
		Wash own hose and underwear
		Iron for self
		Mend and care for own clothes
		Care for left overs
		Plan meals and prepare them
		Can foods
		Help with the canning
		Clean pantry and cupboards
		Clean kitchen
		Clean refrigerator
		Clean silver
		Clean bedroom
		Clean bathroom
		Clean living room
		Make beds
		Dust furniture
		Dust floors
		Clean windows
		Clean woodwork
		Help with family washing
		Iron for family
		Attend club meetings
		Attend movies
		Attend dances
		Care for own room
		Make dresses for self

Often Occasionally Never

Make over clothes
Buy own hose
Buy own undergarments
Buy dresses for self
Buy own coats
Buy clothes for others
Help dress and feed children
Entertain young children
Take care of children
Help make curtains
Help make house linens
Help select furniture
Help mother entertain guests
Take music lessons
Do outside chores
Help in store
Care for garden
Care for pets
Play tennis
Attend girl reserve meetings
Attend Sunday school
Clean shoes for others
Make undergarments
Make aprons
Do embroidery
Buy own hats
Buy own shoes
Entertain own guests
Plan and give a party
Answer telephone and door
Help plan family budget
Have an allowance
Shampoo own hair
Care for own nails
Care for lawn
Like to read
Play basketball
Do boys call to see you at home

18. Do you plan to go to college when you finish high school?
What college? _____

19. What are your reasons for wanting to go to college? _____

20. Check the courses that you would like to take if you enter college

'Food and health	Family relationships
'Food preparation	Poultry
'Food selection	Landscaping and gardening
Foods'Large quantity cooking	Dairying
'Meal service	Beauty culture
'Meal planning	Stenography
	Typewriting
Clothing'Selection	Household physics
'Construction	Mathematics
'Care	Music appreciation
'Advanced design	Music production
'Ladies tailoring	'Vocal
Handicrafts	'Instru-
Weaving	ment
Millinery	Art
Home nursing	Sociology
Child care	Physical Education
House planning	Library science
Home decoration	Dramatics
Textiles	Personal hygiene
Laundry	Psychology
Home furnishing	Botany
Household equipment	English
Consumer education	Biology
Art appreciation	Chemistry
	History
	Kindergarten
	Economics
	Modern social problems

Home Economics Division
Houston College for Negroes

Dear Alumni:

Our records show that you are one of a group, selected to assist in working out certain details for the Expansion Program of Houston College for Negroes.

Since it is not convenient to have all of you meet in one body, we are taking this method to get your individual contributions.

The attached questions, when answered, will give us the information needed from your group. You may answer these questions with the thought of our continued interest in your success.

Very truly yours,

Cecelia S. Lane
Head of Department

Home Economics Division
Houston College for Negroes

Dear Student:

Since this is an age of planning, at this season of the year we are checking to see just where we are in order that we may do better planning for this coming school year.

Our plan for checking includes all women students attending Houston College for Negroes regardless of their major. You have manifested certain interests in our department which makes us anxious to serve you in some way along with your major. Home economics majors have also indicated their interests in certain courses that are not offered at present. I should be glad to get your opinion on the attached information blank with the view of helping you in carrying out some of your future plans.

Very sincerely yours,

Mrs. Cecelia Scott-Lane
Head of Home Economics Department

QUESTIONNAIRE FOR STUDENTS ATTENDING HOUSTON COLLEGE FOR
NEGROES

1. Do you live with your mother and father?
2. Regular vocation of your father before the depression?
3. What is his vocation now? _____ Full time _____ Part time _____.
4. Does he own the business where he is working? _____ Part owner _____?
5. How many are there in your family?
6. Does your mother earn money outside of the home? How? _____
7. Does your mother earn money at home? _____ How? _____
8. Does your family own your home?
9. Do you earn money outside of the home? _____ How? _____ Salary _____.
10. State the time in the day you work (for instance 9:00A. M. to 2:00 P. M.) _____
11. Briefly describe your job. _____
12. Could you earn more if you were trained for the work you are now doing? _____
13. Have you been given increased responsibility or recognition in this particular job? _____ Illustrate _____
14. What courses have you taken which enabled you to secure and hold your job? _____
15. How many subjects are you now carrying in college? _____
16. Are you taking courses other than those in college? _____ Name them. _____
17. If you do not work, what are your home duties? _____
18. What other courses, not taken in college have you taken since you finished high school? _____
19. What extra-curricular activities did you take part in? _____

20. List the clubs to which you belong. _____

21. Check the things you like to do.

Go to moving pictures	_____	Do play work	_____
Play tennis	_____	Sew	_____
Read	_____	Attend dances	_____
Give parties	_____	Church work	_____
Play bridge	_____	Listen to radio	_____
Picnic	_____	Hike	_____
Fish	_____	Garden	_____
Swim	_____	Y. W. C. A.	_____

22. Check the subjects you would like to take, along with the major you are now taking.

	' Food and Health	Family relationship
	' Food preparation	Poultry
Food	' Food selection	Landscaping and garden-
	' Large quantity cooking	ing
	' Meal service	Dairying
	' Meal planning	Beauty culture
		Stenography
	' Selection	Typewriting
	' Construction	Household physics
Clothing	' Care	Mathematics
	' Advanced design	Music
	' Ladies tailoring	Art
Handicrafts		Sociology
Weaving		Physical education
Millinery		Library science
Home nursing		Dramatics
Child development		Personal hygiene
House planning		Psychology
Home decoration		Botany
Textiles		English
Laundry		Biology
Home furnishing		Chemistry
Household equipment		History
Consumer education		Kindergarten
Teacher training		French
Salesmanship		Spanish
Educational courses for teachers		Economics
Social service work		Modern social problems
		Art appreciation
		Others _____

23. Check vocations for which you are especially adapted for which you would like to train. (Do not check more than four.)

Alteration worker in dress shop
Beauty operator
Cafeteria manager
Cook
Combination teacher in rural school
Dietitian
Extension worker
Food expert in commercial field
Gift shop manager
Home economics teacher
Home demonstration agent
Homemaker
Home manager
Hotel manager

Interior decorator
Laundress
Maid in a home
Maid in a department store
Nurse maid
Practical
Sales clerk in grocery store
Sales clerk in a dry goods store
Seamstress
Social worker
Show window decorator
Tea room manager
Waitress

24. Do you receive Federal Aid on your tuition? _____

QUESTIONNAIRE FOR HOUSTON COLORED JUNIOR COLLEGE
HOME ECONOMICS GRADUATES

1. Name _____
2. Are you married? __Single? __Widow? __Divorced? __Separated? __
3. Children? _____ Number _____ Ages _____
4. Are you employed? _____ How long have you held this job? _____
5. Name the jobs or positions which you have held since you graduated from Junior College.

<u>Position</u>	<u>Nature of work</u>	<u>Salary</u>
-----------------	-----------------------	---------------

6. Which of the jobs did you like best? _____ Why? _____
7. Were you given increased responsibility or recognition in any of these jobs? _____ Illustrate _____
8. Do you have reason to believe that this increased responsibility was the result of you Junior College training? _____
9. Which subjects did you take in Junior College that have been of most value to you on your job? _____
10. What subjects have been of no value to you?
11. What subjects have been of value to you in other ways?
12. What did you learn from Junior College extra-curricular activities that have been of most value to you? _____
13. Has the Junior College enabled you to get along with people better?
14. If you returned to the Houston College for Negroes as a regular student or as a special student, check the subjects you would like to take.

'Food and health	Family relationships
'Food preparation	Poultry
'Food selection	Landscaping and gardening
'Large quantity cooking	Dairying
Food 'Meal service	Beauty culture
'Meal planning	Stenography
	Typewriting
'Selection	Household physics
'Construction	Mathematics
'Care	Music
Clothing 'Advanced design	Art
'Ladies tailoring	Sociology
	Physical education
Handicrafts	Library science
Weaving	Dramatics
Millinery	Personal hygiene
Home nursing	Psychology
Child development	Botany
House planning	English
Home decoration	Biology
Textiles	Chemistry
Laundry	History
Home furnishing	Kindergarten
Household equipment	French
Consumer education	Spanish
Teacher training	Economics
Salesmanship	Modern social problems
Educational courses for teachers	Art appreciation
Social service work	Others

15. Check vocations for which you are especially adapted and for which you would like to train. (Do not check more than four.)

Alteration worker in dress shop	Interior decorator
Beauty operator	Laundress
Cafeteria manager	Maid in a home
Cook	Maid in a department store
Combination teacher in rural school	Nurse maid
Dietitian	Practical
Extension worker	Sales clerk in grocery store
Food expert in commercial field	Sales clerk in dry goods store
Gift shop manager	
Home economics teacher	
Home demonstration agent	Seamstress
Homemaker	Social worker
Home manager	Show window decorator
Hotel manager	Tea room manager
	Waitress

Home Economics Division
Houston College for Negroes

Dear Friend:

We have taken this method to become acquainted with those who we believe could give us certain information regarding our community's welfare. It is highly desirable that we face facts and make ready for the adjustment which concerns all of us.

You can do your bit by answering these questions for community homemakers. May I depend upon you?

Very sincerely yours,

Cecelia S. Lane
Head of Home Economics Department

QUESTIONS FOR COMMUNITY HOMEMAKERS

Houston, Texas

1. Name _____
Single? _____ Married? _____ Widowed? _____ Divorced? _____
2. Children? _____ Number _____ Ages _____
3. Are there other persons living in you home? _____
4. Are you a home owner? _____ Renter? _____ How many rooms in the house? _____ Are there any bath fixtures? _____ Electric lights? _____
5. Additional property owned _____
6. Length of residence at the present address _____
7. Do you own a car? _____
8. Regular vocation of you husband before the depression? _____
What is his vocation now? _____ Full time? _____
Part time? _____ Does he own the business where he is working? _____ Part owner? _____
9. What was your regular vocation before the depression? _____
Are you employed now? _____ How? _____ Part time? _____
Full time? _____ Are any other members of the family working? _____ Kind of work _____
10. Do you employ help in the home? _____ By the week? _____
By the job? _____
11. Check the things you like to do

Go to moving pictures	_____	Play basketball	_____
Play tennis	_____	Do fancy work	_____
Read	_____	Sew	_____
Give parties	_____	Attend dances	_____
Play bridge	_____	Church work	_____
Picnic	_____	Listen to radio	_____
Fish	_____	Hike	_____
Swim	_____	Garden	_____
Y. W. C. A.	_____		
12. List the clubs to which you belong. _____

13. Do you use the public library? _____ Do you take a daily paper? _____
Subscribe to magazines? _____ Do you attend lectures, the
forum, etc.? _____

14. Name the courses which you have taken since you finished
high school. _____

15. Have you attended cooking schools and food shows? _____

16. Check the methods you use when buying

Read the labels	_____	Use you experience	_____
Rely on advertisements	_____	Make home tests of what	_____
Compare the prices	_____	you buy	_____
Look for certain brands	_____	Use certain trademarks	_____
Depend on guarantees	_____	Make comparative prices as	_____
		to quantity and quality	_____

17. If you were to attend college which of the following courses would you be interested in:

'Food and health	Family relationships
'Food preparation	Poultry
'Food selection	Landscaping and gardening
Foods'Large quantity cooking	Dairying
'Meal service	Beauty culture
'Meal planning	Stenography
	Typewriting
'Selection	Household Physies
Clothing 'Construction	Mathematics
'Care	Music appreciation
'Advanced design	Music production'Vocal
'Ladies tailoring	'Instru-
	mental
Handicrafts	Art
Weaving	Sociology
Millinery	Physical education
Home nursing	Dramatics
Child development	Personal hygiene
House planning	Psychology
Home decoration	Botany
Textiles	English
Laundry	Biology
Home furnishing	Chemistry
Household equipment	History
Consumer education	Kindergarten
Economics	
Modern social problems	
Art appreciation	